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ABSTRACT

This master plan for Whatcom Community College (WCC) is intended to communicate the purposes and direction of the College to its clientele and to provide WCC personnel with guidelines for developing activities which will accomplish the purposes and move the College in that direction. The first chapter traces the history of WCC, describes WCC's approach to meeting the educational needs of its service area, and summarizes the mission and long-range goals of the College. The next chapters each discuss one of the College's seven long-range goals: (1) achieve a planned program and steady enrollment growth consistent with and responsive to the emerging needs of the growing population of Whatcom County; (2) provide programs and services to assist individuals in identifying and achieving their career, educational, and personal goals; (3) provide associate degree programs for transfer, job entry, career advancement, and personal fulfillment; (4) offer programs and services at times and locations and in ways to meet a wide range of needs; (5) ensure the highest quality in programs and services; (6) expand educational opportunities through cooperative efforts with public, semi-public, and private organizations; and (7) provide appropriate facilities throughout the county. Three appendices consider internal mandates, provide a descriptive analysis of WCC, and discuss WCC enrollment and program planning. (AYC)

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WHATCOM COMMUNITY COLLEGE

Master Plan

1978

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INTRODUCTION

The Master Plan for Whatcom Community College is intended to communicate the purpose and direction of the College to the people served by it and to provide College personnel with guidance for developing activities which will accomplish that purpose and move the College in that direction.

The contents of the Master Plan are not the product of a discrete effort; rather, they are guiding statements growing out of an ongoing process involving many people. The participation of individuals representing the major constituents within the College community -- students, faculty, classified staff, administrators and members of the Board of Trustees -- has greatly contributed to the plan. As the plan is implemented experience will lead to its revision, but it documents now the desired direction and steps for development of the institution during the coming years.

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Chapter 1

WHATCOM COMMUNITY COLLEGE

HISTORY OF THE COLLEGE

In 1965, the Legislature of the State of Washington enacted House Bill No. 104 to establish a separate, independent state-wide community college system. The Bill was signed by the Governor on April 3, 1967, creating 22 community college districts. The Community College Act of 1967 was a restatement of the ideals of the community college movement--open door, comprehensive curriculum, with convenient availability to all citizens.

Community College District 21 came into being in 1967 but did not offer its first pilot courses as Whatcom Community College until the Fall of 1970. The first course offered at Whatcom provided training for ambulance drivers in emergency care and transportation of the injured. Whatcom's programs served 272 students by Fall Quarter of 1971, with 20 courses in the community service and vocational supplemental areas. Approximately 2,500 students will be served with 132 courses in academic and vocational programs during Fall Quarter of 1978.

The first Associate in Arts Degree was conferred by Whatcom in April of 1972. Since that time Associate Degrees in Applied Arts and in Arts and Sciences have increased from 13 in 1973 to 78 in 1978. Several hundred Adult High School Diplomas, General Education Development certificates and High School Completion certificates have been awarded since 1971.

Candidacy for accreditation by the Northwest Association of Schools and Colleges was awarded in December of 1972, with full accreditation granted to Whatcom Community College in December of 1976. The College has established articulation agreements with the upper-division higher education institutions in the State of Washington for its graduates and students. Institutions throughout the nation accept Whatcom's graduates and transfer students.

The College acquired its first leased building in January of 1970 in Ferndale. The College Service Center was opened in 1973 in a state-owned relocatable building on land leased from the Ferndale School District to house administrative and support services. An instructional center on Marine Drive in Bellingham was leased in January of 1974. Since then an instructional center in Lynden and a store-front registration center in Blaine have been acquired, with the newest instructional center in mid-town Bellingham scheduled to be opened in late 1978. In addition, Whatcom Community College now utilizes between 35 and 40 rented or borrowed facilities in various parts of the county each year.

Whatcom's Trustees provided guidance for the developing College through a statement entitled The Internal Mandates. The initial statement in May of 1971, which has been updated annually, provided a rationale for an institution serving all the people of District 21 as a "college without walls", dedicated to providing learning opportunities responsive to the

needs of the citizens in flexible and innovative ways. The current Master Plan is a direct descendant of The Internal Mandates.*

APPROACH OF THE COLLEGE

From its beginning Whatcom Community College has sought to fulfill a special role in higher education in a district rich in public post-secondary educational opportunities. In addition to Whatcom, the district includes a regional university and a vocational technical institute. Western Washington University provides baccalaureate, and masters level education in the arts, sciences and selected professions. Bellingham Vocational Technical Institute provides training in skills and abilities in current demand by businesses and industries of its service area.

The College makes its unique contribution to the citizens of Whatcom County by making available opportunities to achieve the associate degree in both academic and vocational areas. The degree programs provide preparation for further higher education, and career entry and advancement. Those lacking sufficient learning skills and high school level certification necessary for educational and occupational progress are provided programs to meet these needs. Knowledge and skills to enhance adult careers and life styles in progress are also made available through college offerings and programs.

Cooperative working relationships with the post-secondary institutions and other agencies offering educational and cultural programs within the district are essential to Whatcom. The College maintains vigilance to avoid offerings and programs that are redundant with those provided by others and thus potentially wasteful of resources necessary for comprehensive educational service to the citizens of the county. Through cooperation with various agencies more and better educational opportunities are made available.

The College seeks to serve the widest possible clientele within its district in the most effective, efficient and convenient places and ways possible. Whatcom provides programs and services at instructional sites throughout the county using facilities that can be borrowed, rented or leased. This is in contrast to construction of a single primary campus on which its efforts would be concentrated as are those of the University and the Vocational-Technical Institute. College programs utilize methods of instruction that make service to individuals with special or unique goals and needs possible, while they offer conventional group instruction for those with educational goals in common. Innovation in programs and methods is encouraged, and on-going evaluation aims to assure quality and cost effectiveness.

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*See Appendix A, INTERNAL MANDATES

Whatcom's aspirations and approach create uncommon expectations for those employed to carry out its mission. The College maintains commitment to hiring the people best qualified to satisfy those expectations, and to providing professional and staff development opportunities to enhance the abilities of those employed. Faculty and staff who are creative, flexible, considerate of client needs and capable of providing education and services of the highest quality in a variety of ways are essential.

MISSION AND LONG-RANGE GOALS

The mission and goals of the College are expressed by the following statement:

> *Whatcom Community College provides educational opportunities and services responsive to the needs of the people of Whatcom County. The College assists individuals in identifying and achieving appropriate career objectives and personal goals, while emphasizing associate degree programs in the arts and sciences and in occupations. Whatcom Community College provides opportunities and services of the highest quality in places, at times and in ways that give the greatest possible access for the people of the county.*

The College will seek to fulfill its mission through attainment of the following Goals:

I. *Achieve a planned program and steady enrollment growth consistent with and responsive to the emerging needs of the growing population of Whatcom County, devoting sufficient resources to effectively provide College opportunities and services for individuals with special educational needs.*

II. *Provide programs and services to assist individuals in identifying and achieving their career, educational and personal goals.*

III. *Provide programs for associate degrees which allow opportunities for transfer to upper division institutions, entry into appropriate employment, career advancement, and personal fulfillment.*

IV. *Offer educational programs and services throughout the county at times, locations, and in ways that will meet a wide range of individual and community needs and ensure continuity and timely completion of student goals.*

V. *Ensure that the educational programs and services at Whatcom Community College are of the highest quality.*

VI. *Provide flexible and meaningful educational opportunities for students through cooperative efforts with public, semi-public, and private organizations.*

VII. *Provide appropriate facilities for programs and services at various locations throughout the county.*

To clarify the intent of those statements, each goal will be discussed in detail in the following chapters.

Chapter 2

PROGRAM AND ENROLLMENT GROWTH

LONG-RANGE GOAL I

Achieve a planned program and steady enrollment growth consistent with and responsive to the emerging needs of the growing population of Whatcom County, devoting sufficient resources to effectively provide college opportunities and services for individuals with special educational needs.

The long-range goal addressing program and enrollment growth establishes some parameters within which such growth will take place. First, growth must be consistent with the population growth of the county, and second, such growth will be in response to the needs of that population. The current population is 93,000 and is projected to increase to 100,300 by 1980 and 119,800 by 1990. Such an increase in population within the next five years will have a definite student enrollment impact on Whatcom Community College.* As the population increases and constituent needs emerge and are identified, programs will change to meet those needs. The two mid-range goals communicate this intention:

1. To develop yearly enrollment growth projections through 1983 for all instructional programs offered at Whatcom based upon economic and population forecasts for the county.
2. To design and implement instructional programs and/or services for identified groups of people in Whatcom County requiring specific instructional programs and/or services.

Analysis of the population and economic trends for Whatcom County, and consideration of the forecasted impact upon enrollments by the programs developed to respond to those economic trends, determined the specific objectives for mid-range goal #1:

a. To implement institutional programs/courses resulting in FTE** enrollment of 935 for 1978-79.
b. To implement instructional programs/courses to increase enrollment by five percent (5%) each year through 1983-84.

The proportions of FTE production after 1978-79 are planned to change from a current mix of sixty percent (60%) academic and forty percent (40%) vocational to one that is directly responsive to District demands.

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*See Appendix B, A DESCRIPTIVE ANALYSIS OF WHATCOM COMMUNITY COLLEGE

**FTE is the acronym for "Student Full-Time Equivalent". One FTE is equivalent to one student taking 15 credits per quarter.

It is anticipated that a mix approaching fifty-five percent (55%) academic and forty-five percent (45%) vocational will occur as a result of the expected economic expansion in service and wholesale/retail trade areas in the county.

The intent of mid-range goal #2 is to identify those specific groups of people with particular educational requirements and develop those programs and/or services which will address those requirements. These will include specific occupational, ethnic, economic, age, and social groups.

The specific objectives for mid-range goal #2 are as follows:

a. To develop a procedure that will achieve continuous identification of groups of people requiring specific instructional programs and/or services by Fall, 1979.
b. To determine the most effective modes of delivery of programs and/or services for each group.
c. To implement programs and/or services for identified groups beginning Fall, 1980.

An important facet of these objectives is the underlying philosophy of working with the constituent groups to determine the necessary programs and/or services for them and the manner in which those programs and/or services will be delivered to them.

SUMMARY

Whatcom will continue to be responsive to the district it serves and will grow in relation to the district population. As the economy of the county changes and constituent group needs emerge, the educational offerings of the college will change to accommodate them.

Chapter 3
SERVICES FOR STUDENTS

LONG-RANGE GOAL II

Provide programs and services to assist individuals in identifying and achieving their career, educational and personal goals.

In order to insure that people in Whatcom County are given ample assistance in developing their individual career and educational goals, the institution must provide a variety of activities that are oriented toward facilitating individual development. Such activities are associated with the college functions of advisement, counseling, financial assistance and student activities within the area of Student Services. The mid-range goals below depict those functions:

1. To develop an advising program which will increase community awareness of the educational opportunities within the district and assist individuals in planning their educational program.
2. To provide career information, planning and placement services for students entering, enrolled in or completing educational programs.
3. To provide counseling and other support services to maximize student progress toward their individual goals.
4. To support the development of student activities which enhance the educational experiences and personal growth of students.
5. To support the educational goals of students by providing continuing, augmented financial aid and assistance.

The above mid-range goals focus resources upon those functions necessary to not only address career, education and personal goal development of individuals interested in attending an educational institution, but to continuously support that development for those attending Whatcom Community College.

The first mid-range goal is intended to assist people as they initially inquire about and plan their educational program and determine the appropriate institution that will best help them achieve their plans. The specific objectives for the goal will initiate the necessary activities to design, develop and maintain an advising service:

a. To disseminate information about advisement each quarter to all College staff beginning Fall, 1978.
b. To identify and implement the kinds of advising activities needed for citizens interested in participating in an available educational program and for students enrolled at Whatcom Community College by Fall, 1979.
c. To identify and select personnel needed to provide advising activities for citizens and students by Winter, 1979.
d. To develop and implement a comprehensive training program for advisors by Spring, 1979.

e. To develop and implement a procedure that will periodically monitor student progress made with their planned programs by Fall, 1980.

Essentially, the objectives focus upon the identification of what is needed to advise people properly and who will be involved in providing that advisement. Once these specifics are determined, training of advisors can be accomplished and procedures established to implement advising activities and the monitoring of advisees' progress.

The mid-range goal related to career information and placement services is aimed at ensuring that adequate information and assistance are given to individuals as they clarify their career goals and enroll in the educational program best suited to assist them. For those individuals seeking career changes, assistance in determining other careers and selecting appropriate training programs will be available. As students finish their programs it is necessary for the institution to assist them as much as possible in getting employment in their career area.

The specific objectives intending to accomplish the above are:

a. To provide a functional career library that will include occupational information, placement data, job search information and college program information by Fall, 1979.
b. To disseminate information to all of the college community about available career counseling resources and services.
c. To provide individualized and group career counseling for specific student populations as needed.
d. To provide classes in career exploration and job hunting strategies each quarter.
e. To provide a vocational testing program by Fall, 1979.
f. To provide employment and career placement services for all students enrolled at Whatcom by Fall, 1980.
g. To establish relations between the College and other community career and employment services.

In order to insure that sufficient information is provided to students it is necessary to develop a library containing current materials and provide activities such as classes, testing, and counseling sessions that will structure situations for students to use those materials to discover the career alternatives available to them.

After students have clarified their career goals and acquire the necessary skills through their instructional programs, some will need help in making contact with potential employers and acquiring initial employment. Assistance in this area will require that current information regarding job openings be available to students and that relationships with local employment agencies be established to maximize the students' chances for obtaining employment quickly.

The purpose of mid-range goal #3 is to try to assist students as much as possible to overcome problems that hinder their educational achievement at Whatcom. Since problems are encountered by students periodically and in a random fashion, assistance to them must be available continually. Consequently, the specific objectives for this goal are written to imply continuous services:

a. To provide individual and group counseling on drop-in and appointment bases.
b. To provide faculty consultation services in order to alleviate problems in the classroom and supplement in-class learning.
c. To disseminate information to students enrolled at Whatcom about available counseling services.
d. To provide classes and workshops which develop life planning skills, values formation and confidence building.
e. To provide psychological testing services for students enrolled at Whatcom.

Both individual and group situations are necessary to assist students and faculty in coping with the large range of difficulties that are experienced in an educational setting. Once assessed, situations can be designed to assist an individual or group of individuals to cope with a problem or develop those competencies for coping with problems that may arise in the future.

The intent of mid-range goal #4 is to involve students in the governance of the institution and assist them in participating as desired in a variety of cultural and recreational activities they feel are important to their further educational and personal development. The specific objectives are designed to accomplish this intent through the development of a student organization and well-advertised comprehensive student activities program:

a. To assist students to develop organizations which meet their educational, social, professional and avocational needs, and promote their participation in the governance of the College by Fall, 1980.
b. To provide students enrolled at Whatcom with more accurate and up-to-date information about College and student activities by Winter, 1979.
c. To develop and implement a plan for involving individual students in college and student activities by Spring, 1979.

The last mid-range goal within the area of services for students is aimed at providing students with the financial assistance necessary to attend Whatcom Community College. The specific objectives developed to accomplish this aim focus upon providing a variety of ways in which students can acquire their financing and upon providing the necessary assistance

to each student so they can determine which way or combination of ways is the most appropriate for them. The objectives are:

a. To provide an increased number of supervised work situations for students on and off campus each year through 1983-84.
b. To expand the funds and purposes of the student short-term student loan program.
c. To obtain additional Supplemental Educational Opportunity Grant funds equal to the increase in full- and half-time student enrollments.
d. To provide individual financial counseling and workshops in personal budgeting.

SUMMARY

Whatcom Community College will provide those services that will allow citizens interested in attending an available educational program to receive professional advisement to aid in determining the educational program and the institution best able to serve them. The College will provide assistance to individuals enrolled at Whatcom which will facilitate the achievement of their career, educational and personal goals.

Chapter 4
DEGREE PROGRAMS

LONG-RANGE GOAL III

Provide programs for associate degrees which allow opportunities for transfer to upper division institutions, entry into appropriate employment, career advancement and personal fulfillment.

The purpose of this long-range goal is to provide programs in both the academic and occupational areas that will increase the opportunity for people in the county to obtain an associate degree. Acquisition of an associate degree will provide individuals with greater opportunity for further higher education, career entry and advancement, as well as contribute to their personal and social development.

The mid-range goals below reflect such a purpose:

1. To increase enrollments and completions in the arts and sciences transfer degree program.
2. To provide various arts and sciences degree options which can be completed in a prescribed time and which meet the needs of students who will transfer to four-year colleges, as well as those interested in personal fulfillment.
3. To increase enrollments and completions in the applied arts degree program.
4. To implement new applied arts degree programs leading to employment or career advancement which can be completed in a prescribed time.

The College will focus its efforts primarily on its existing degree programs in order to increase enrollments and completions in both the Associate in Arts and Sciences transfer program and the Associate in Applied Arts degree programs. The applied arts degree programs provide both preparatory and supplemental training in natural science technology, business and commerce technology, health service/paramedic technology, and public service technology.

The objectives for the first mid-range goal specify those things which must take place if enrollments and completions are to be increased:

a. To review and define the requirements for the completion of the arts and science degree rogram by January, 1979.
b. To develop and implement a plan to promote the arts and sciences degree program by March, 1979.
c. To provide accurate, up-to-date information about the arts and sciences degree program requirements to the community and enrolled students by March, 1979.

The objectives for mid-range goal #2 are aimed at providing a variety of ways for students attending Whatcom Community College to obtain an arts and sciences associate degree. They are:

a. To develop and implement two arts and sciences degree program options by March, 1979.
b. To develop and implement procedures which will enable students to complete an arts and science degree program using a combination of instructional modes and methods beginning Fall, 1979.

The specific objectives for mid-range goal #3 addressing applied arts degree programs are similar in intent to those for the first mid-range goal. They focus upon reviewing and revising the existing programs in the occupational area and accomplishing those things to increase enrollments and completions. There is one additional purpose associate with these objectives and that is to provide job placement assistance for students completing a degree program. The objectives are:

a. To review and revise all existing applied arts degree programs by Fall, 1979.
b. To develop and implement a plan to promote the applied arts degree programs by Fall, 1979.
c. To provide accurate, up-to-date information about the applied arts degree program requirements to students entering and enrolled in the program by Fall, 1979.
d. To develop and implement procedures to improve placement opportunities for students graduating from applied arts degree programs by Fall, 1980.

Although Whatcom Community College will focus its resources primarily on the existing degree programs in the occupational area, new occupational degree programs are currently being designed. Mid-range goal #4 and its subordinate objectives address this area:

a. To develop and implement an accounting assistant applied arts degree program by January, 1979.
b. To develop and implement an applied arts degree program in the warehousing occupational area by Fall, 1979.
c. To develop and implement a system which will provide continuous up-to-date information regarding potential program and/or course offerings in occupational areas by Fall, 1979.

Economic trends in the district will determine the development of future occupational programs.

SUMMARY

Whatcom Community College will emphasize programs leading to the Associate in Arts and Sciences or Associate in Applied Arts degrees for

people within the District. Activities will be undertaken to increase enrollments and completions in both degree programs and to provide various options for students for completing these degree programs in a prescribed time. The Associate in Arts and Sciences degree programs will meet the needs of those desiring to transfer to a 4-year college, as well as those whose interests include an arts and sciences degree without transfer expectations. Current emphasis will be upon existing degree programs; however, new degree programs will be initiated based upon economic and population trends in the District.

Chapter 5

DELIVERY METHODS

LONG-RANGE GOAL IV

Offer educational programs and services throughout the county at times, locations and in ways that will meet a wide range of individual community needs and ensure continuity and timely completion of student goals.

The intent of this long-range goal is to continue to offer education to people where they are located in the community and through ways that will best satisfy their learning styles and allow them to progress through their selected program of study as planned. This implies the development of college personnel to be skilled in the various instructional methods that will accommodate these different learning styles. In addition, personnel must also be proficient in providing the necessary support services for the various instructional activities.

The mid-range goals communicate this intent:

1. To increase the use of various instructional modes of delivery for both day and evening programs.
2. To provide instruction and services in various geographical locations consistent with student needs.

The purpose of the first mid-range goal is to insure that a variety of instructional programs are available to meet individual student preferences and to accommodate individual student scheduling needs. This represents a conscious attempt by the institution to emphasize instructional modes other than group or laboratory methods, e.g., learning contracts, college credit for experiential learning, on-the-job work experience, individualized instruction, etc. The specific objectives are:

a. To develop a system which may be used to identify students with transportation, physical and/or time constraints by February, 1979.
b. To implement the system on a pilot basis during 1979 Spring Quarter registration, revise as necessary and implement the completed system by Fall, 1979.
c. To identify and implement instructional modes and scheduling techniques which will satisfy the needs of the identified students by Spring Quarter, 1979.

The aim of the second mid-range goal is to allow students to participate fully in a program either during the day or evening, and in specific geographical areas to minimize student travel:

a. To schedule, each quarter, academic transfer courses in the areas of social sciences, mathematics and science, humanities and communications primarily in the Bellingham area until 1982.
b. To determine specific types and intensity of instructional and related services needed in each geographical area by Fall, 1979.
c. To determine mode of delivery for services in each geographical area by Fall, 1979.
d. To develop a timetable for implementation of services in each geographical area, to be periodically up-dated, by Fall, 1979.
e. To implement the specific services in each geographical area as determined by the timetable.

The intent of these objectives is to determine the type and level of service necessary at each location where instructional programs are housed or instructional activities are taking place. The primary concern is to make certain that students will be helped in whatever fashion is necessary during their attendance at Whatcom Community College.

SUMMARY

Whatcom will continue to offer instructional programs and services throughout the county at times, locations and in ways that will meet the wide range of individual and community needs. Various instructional modes will be available to students and a variety of services will be provided to assist them as they encounter problems. Implicit within the above is the necessity to provide staff development activities for college personnel to enable them to provide programs and services in a variety of modes and at various levels of intensity for students enrolled at the college.

Chapter 6

QUALITY CONTROL

LONG-RANGE GOAL V

Ensure that the educational programs and services at Whatcom Community College are of the highest quality.

The purpose of this goal is to make certain the educational programs and services for Whatcom students are as effective as possible given the available resources. The mid-range goals reflect this purpose:

1. To develop standards for all instructional programs and support services.
2. To monitor and evaluate the instructional programs and support services in comparison to established standards.

Once standards are developed for each program and service available at Whatcom, a system must be implemented to assess whether or not these standards are maintained.

The specific objectives for the first mid-range goal focus upon the steps necessary to develop standards for Whatcom's programs and services:

a. To define the desired level of services to be provided by student services, learning resources center, developmental services and administrative services by Fall, 1979.
b. To describe the competencies which must be acquired by students completing each instructional program at Whatcom by Fall, 1980.
c. To develop and implement additional instructional materials and methods for each instructional program as necessary on a continuing basis.

The specific objectives for the second mid-range goal focus upon those steps necessary to develop a system to assess the maintenance of the program and service standards:

a. To design an evaluation system which will assess the effectiveness and efficiency of each instructional program and support service by Fall, 1979.
b. To implement the components of the evaluation system necessary to assess the support services by Winter, 1980.
c. To implement the components of the evaluation system necessary to assess the instructional programs by Fall, 1980.

Once the system begins to monitor the programs and services, information will be available to determine at what level standards are being maintained.

SUMMARY

Whatcom will provide and maintain programs and services that are of the highest quality. To do this, standards will be developed for all programs and services, and evaluations of these programs and services will be conducted to insure that those standards are being maintained.

Chapter 7

ARTICULATION AND COOPERATION

LONG-RANGE GOAL VI

Provide flexible and meaningful educational opportunities for students through cooperative efforts with public, semi-public and private organizations offering services complementary to those of Whatcom.

The long-range goal on articulation and cooperation is to provide, for students attending Whatcom, as many educational opportunities as is possible by developing working relationships with organizations that offer programs and/or services expanding or extending those at Whatcom Community College. The mid-range goals reflect this intent:

1. To develop transfer agreements which ensure degree articulation with baccalaureate programs at four-year institutions.
2. To augment available vocational programs for students enrolled at Whatcom through cooperative arrangements with regional higher education institutions.
3. To increase opportunities for students to gain college credit for demonstrated college-level competencies developed in other than college settings.
4. To develop relationships and agreements with local agencies and organizations that have a shared interest in education in order to enhance the educational offering to the community and to better utilize existing and future facilities and resources.

The first mid-range goal is aimed at insuring that students attaining degrees from transfer programs offered by Whatcom Community College will enter four-year institutions at the junior level. The objectives for this mid-range goal are focused toward achieving this aim by accomplishing the following three things. First, allowing students enrolled at Whatcom to also be enrolled at Western Washington University at the same time. Accomplishing this will greatly expand the types of college-level courses a student may take, but particularly allow a student to be taking courses in their major area of interest when they are unavailable at Whatcom. Second, maintaining agreements with four-year colleges most frequently transferred to by our graduates so they will not lose college credits when transferring. Third, developing agreements with four-year colleges as necessary for individual students who want to transfer to a specific college. This effort would represent individually tailoring a degree program specifically for that four-year college.

The three objectives summarizing these intents are below:

a. To develop a concurrent enrollment agreement with Western Washington University by Fall, 1980.

b. To review transfer degree program agreements with four-year colleges most frequently transferred to by Whatcom graduates by Fall, 1979.
c. To develop new transfer degree program agreements with specific four-year colleges as necessary.

The second mid-range goal focuses upon the expansion of our vocational program offering by developing cooperative agreements with the three other community colleges and the vocational technical institute within our region. Such agreements would allow Whatcom students to receive their technical skill training at these other institutions while concurrently satisfying their general degree requirements at Whatcom Community College. The specific objectives for this goal are as follows:

a. To develop concurrent vocational program enrollment agreements with Skagit, Everett, and Edmonds community colleges as well as Bellingham Vocational Technical Institute by Fall, 1979.
b. To develop procedures for students to follow when concurrently enrolling in vocational programs by Fall, 1979.

The intent of the third mid-range goal is to allow students who have achieved college-level learning through occupational, avocational and self-directed study to receive appropriate college credit. The following objectives address this intent:

a. To further develop procedures for assessment of college-level learning acquired in other than a college setting.
b. To improve faculty skills and participation in assessment of college-level learning acquired by individuals in other than college settings.
c. To increase the awareness among students and others of the potential value of college-level learning wherever that learning may have been acquired.

The purpose of the fourth mid-range goal is the continual development and maintenance of working relationships with local agencies and organizations who provide services for people in the community. Through the use of these agency services, Whatcom Community College can provide a better education to students by having access to these additional resources. The objectives for this mid-range goal are as follows:

a. To maintain current relationships and agreements with local agencies and organizations.
b. To determine the types of relationships and agreements needed with local agencies and organizations in relation to planned instructional programs and services by Fall, 1979.
c. To establish specific relationships and agreements on a continuing basis.

SUMMARY

In order to provide programs and services to students in the most effective and efficient manner, cooperative working relationships will be developed and maintained with various agencies and institutions in the district. When knowledge and skills acquired by students in other than a college setting are evaluated by the College, credit applicable to the associate degree may be granted.

Chapter 8

FACILITIES

LONG-RANGE GOAL VII

Provide appropriate facilities for programs and services at various locations throughout the county.

The aim of this long-range goal is to make certain that the instructional programs and services at Whatcom Community College will be adequately housed in facilities that are cost-effective, and provide program flexibility. To accomplish this aim three kinds of facilities will be acquired:

1) instructional facilities rented on an as-needed basis located throughout the county,
2) long-term leased facilities located in specific geographical areas in the county to house particular programs and services, and
3) a long-term leased or state-owned core facility to house the college administration, specific college services, and instructional activities requiring specialized instructional space.

Those facilities that are acquired through long-term leases will be equipped through the capital funding process. Subsequent remodeling of leased facilities will only be done if it is cost-effective and does not impinge upon program flexibility.

The mid-range goals below communicate this intent:

1. To maintain currently acquired facilities to house administrative and support services, and existing and planned instructional programs.
2. To design and acquire instructional facilities as needed in various locations in the county to house planned instructional programs and activities.
3. To design and acquire a core facility to house administrative and support services and specialized instructional space for existing and planned instructional programs.

The first mid-range goal is aimed at maintaining the facilities currently used. A large portion of classroom space is obtained from the community each quarter on an as-needed basis and this practice will continue. Whatcom will rent classroom space from school districts, churches, granges, private businesses, etc. In addition, the college will continue to use the state-owned and currently leased facilities in Bellingham, North Bellingham, Ferndale and Lynden. The specific objectives communicate the above intent:

a. To remodel Marine Drive Instructional Center to provide more staff work space by Fall, 1979.
b. To expand the LRC facility to provide more clientele study space, additional staff work space and storage space by Fall, 1979.
c. To rent community classrooms as necessary each quarter to provide instructional spaces throughout the county.
d. To maintain and renew the leases on the Lynden and Ferndale instructional facilities as needed.
e. To remodel the state-owned relocatable facilities in North Bellingham to provide additional administrative and instructional space by Spring, 1979.

The purpose of the second mid-range goal is to remodel the State-owned relocatable facilities for additional instructional space and lease other remodeled facilities to house planned instructional programs and services. These leased facilities will be located in mid-town Bellingham and Blaine.

A mid-town instructional complex will be developed to contain several components: business and commerce technology programs, pottery studio, photography laboratory, and fine arts classes. The complex will be composed of several facilities to house the various components.

The Blaine Instructional Center will be developed to contain a large multi-purpose lab, a smaller classroom, student lounge, student and faculty study and preparation area, conference rooms and office area for reception, registration and advising. The Center will house continuing education, developmental education and college transfer classes. The specific objectives for this mid-range goal are below:

a. To design and acquire a mid-town instructional facility in Bellingham that will house Business and Commerce Technology programs/courses by Fall, 1978.
b. To design and acquire an instructional center in Blaine that will house instructional and support services by Winter Quarter, 1982.
c. To expand the mid-town instructional complex by Winter Quarter, 1982, to house pottery, photography and fine arts classes.
d. To design and remodel the current College Service Center by Fall Quarter, 1984, to provide instructional and support services for the Ferndale area.

The purpose of the third mid-range goal related to facilities acquisition is to obtain, by 1984, a core facility which will provide space for administration, college services, and specialized instructional activities in areas such as science, physical education, fine arts and vocational education. The facility will be in close proximity to Bellingham

between Interstate 5 and the Guide Meridian highway. The objectives for mid-range goal #3 are:

a. To determine the specific instructional, administrative and support services activities to be housed in the facility by March, 1981.
b. To determine the space and equipment required for the specific activities housed in the facility by March, 1981.
c. To determine the method to use in acquiring the completed facility by March, 1981.
d. To develop preliminary architectural plans by January, 1982, based upon the activities to be housed in the facility.
e. To occupy the completed facility by Spring, 1984.

The above objectives specify the steps which must take place in order to acquire the core facility. Of particular importance is objective "3.c." which refers to the method of use in acquiring the facility. Currently, discussion centers around two possible ways for the acquisition of the core facility. The first method is to acquire a facility through the lease process and request capital funds from the State to remodel and equip it to specifications. The second method is to request funds through the Capital Construction process and build the facility. The decision as to which method to use in acquiring the facility will need to be made relatively early in the process.*

SUMMARY

Whatcom will house its programs and services in three kinds of facilities located throughout the county:

1. Temporary classroom spaces rented on a quarterly, as-needed basis will be acquired to house instructional activities throughout the district.

2. Leased and remodeled facilities will be acquired and maintained in various geographic locations throughout the district to house particular instructional programs and related services.

3. A core facility will be acquired to house administration, college services and specialized instructional programs and/or classes in the areas of science, physical education, fine arts and vocational education.

The preferred methods for obtaining facilities for instructional programs and college services will continue to be borrowing, renting, or leasing existing facilities in the community instead of constructing new buildings.

---

*See Appendix C, WHATCOM COMMUNITY COLLEGE ENROLLMENT AND PROGRAM PLANNING REPORT

Chapter 9

SUMMARY

Whatcom Community College has and will continue to operate within the philosophical framework expressed by the Board of Trustees in the original document entitled The Internal Mandates. This philosophy is the basis for the mission statement of the College and the long-range goals which communicate the general directions to be taken by the institution.*

Whatcom will continue to be responsive to the District it serves and will grow in relation to the educational needs of the district population. As the economy of the county changes, alterations to the educational offerings of the institution will be made to accommodate those changes.

The College will provide services which will allow citizens interested in participating in an educational program to receive professional advisement to learn about available programs and to decide which program and institution can best serve them. Assistance will be provided to individuals enrolled at Whatcom which will facilitate the achievement of their career, educational and personal goals.

A major emphasis of the College will be to provide programs leading to the Associate in Arts and Science or Associate in Applied Arts degrees for the people within the District to afford them greater opportunity for further higher education, career entry and advancement. The Associate in Arts and Sciences programs will be articulated with baccalaureate degree programs of upper division colleges and universities. Methods will be provided for students who have acquired college-level knowledge and skills in other than college settings to receive credit from Whatcom for their learning.

Whatcom will continue to offer instructional programs and services throughout the county at times, locations and in ways that will meet a wide range of individual and community needs. Various instructional modes and methods will be available to students, e.g., learning contracts, college credit for experiential learning, on-the-job work experience, programmed instruction, as well as classes, and a variety of services will be provided to assist them if they encounter problems.

In those instances where existing occupational programs offered by the College do not satisfy an individual's career goals, Whatcom will provide occupational programs through cooperative, articulated arrangements with other institutions of higher education within the region. For those individuals whose career goals cannot otherwise be met, attempts will be made to design programs especially for them.

Whatcom will provide and maintain programs and services that are of the highest quality. To do this, standards will be developed for all programs

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*See Appendix D, SUMMARY OF PLANNING GOALS AND OBJECTIVES

and services, and evaluations of these programs and services will be conducted to insure that the standards are being maintained.

In order to provide programs and services to students in the most effective and efficient manner, cooperative working relationships will be developed and maintained with various agencies and institutions in the District. Through these cooperative agreements, a wide range of services can be available to enhance those provided at the College.

Whatcom will house its programs and services in three kinds of facilities located throughout the county: temporary classroom spaces rented on a quarterly, as-needed basis; leased and remodeled centers for sustaining programs and related services; and a core facility to house administration, college services and specialized instructional classes and programs. The preferred methods for obtaining facilities for instructional programs and college services will continue to be borrowing, renting, or leasing instead of constructing buildings.

APPENDIX A

MANDATES

January 11, 1977

MANDATES

Board of Trustees

January 11, 1977

whatcom community college
5217 northwest road, bellingham, wa 98225
676-2170, 384-1541

Revised
and
Adopted
1/11/77

BOARD MANDATES

Preface

This is the fourth statement of the trustees' mandates, and it draws upon experience we have gained during the past several years, suggestions of staff and advisory committees, and recent changes in directives of agencies external to Whatcom Community College that influence our operations. The intent of this document, however, remains unchanged from earlier statements:

> To provide our local community and the staff of the college with an expression of purpose and direction that will guide the development of programs responsive to the needs and aspirations of the people of Whatcom County; this within the limits of available resources.

These mandates are expected to generate the detailed planning and decisions that lead to immediate and long-range activities of the college. They are perceived by us as one of the assignments required of the Board of Trustees in meeting our statutory obligation to provide overall direction to the college as appointed representatives of the people of Whatcom County. Also, the mandates must reflect laws and directives from external agencies such as the Legislature, the State Board for Community College Education, and other proper authority.

Ten years after its creation, and seven years after its first operating budget, WCC has achieved much that seemed very remote to the first Board

in 1967. Our current budget approaches $2 million annually. We have received accreditation from the Northwest Association, and our courses and programs are honored by other institutions. We have obtained special demonstration funds from the Legislature and from a major foundation to explore new ways of delivering services to a local community. Our staff has grown from a single coordinator to nearly two hundred full- and part-time persons. We offer programs in many locations within Whatcom County and to a wide range of clients. We have a formal negotiations agreement with faculty. The college holds membership in a number of associations and groups. Whatcom has received favorable attention from institutions interested in the accomplishments and problems encountered by a college like ours.

We share in the difficulties faced by most colleges today--the increased competition for dollars, the decreased rate of student enrollment, the establishment of procedures that become difficult to change even though conditions change, the differences of opinion about priorities, the time required in developing data and reports for external agencies, the difficulties associated with evaluation and long-range planning, and the like. Our departure from conventional delivery systems and our emphasis on a decentralized operation call for accommodations in the state budgeting system and for the acceptance of a funding model appropriate to WCC; progress toward this has been slow. As complexities increase--and they will continue to do so--the need for better planning and for clearer communication is greater than ever.

I. Program

In order to provide as comprehensive a program as possible, WCC should

strive for a relative balance among transfer programs, occupational and vocational programs, general education programs, and community service offerings. It is not necessary that each category of program receive equal funding and staffing; conditions and needs vary within our community from year to year. But if our intent is to provide comprehensive offerings to the widest possible clientele, we should strike a balance among these categories, and we should view with alarm a substantial imbalance among them.

II. Decentralization

Whatcom remains committed to a decentralized operation in order to provide many teaching and learning sites throughout the county. We expect to mount programs throughout Whatcom County according to the density of population, the needs of different populations within the county, and the facilities that we can rent, lease, or remodel (in contrast to the construction of expensive central facilities). This does not mean decentralization of all functions of the college; some functions are more productive and more economical when centralized. We continue to endorse the development of multiple instructional sites and the correspondent opportunity to move from them, or in some cases move them, when conditions indicate such change. This is a key element in our innovative approach to education, and it is a promise upon which much of our funding is based.

III. Cooperation with Other Agencies

In Whatcom County, many agencies offer educational and training programs. WCC often will provide the same offerings, or like offerings, and this

is well within our charter. Taxpayers are not well served, however, if programs are developed without an analysis of possible duplication or overlap. Through advisory committees and through continuing conversation with staff of other educational agencies, WCC will examine its offerings, present and planned, with the aim of avoiding unnecessary duplication or indefensible competition. We have stated this mandate before, and we reaffirm it.

IV. Students

"Clientele" is perhaps a more appropriate term, for it suggests a wide range of persons and needs. WCC's student body is the most plural among all county educational institutions. The average age of our students is approximately 30; their educational background backgroud is highly varied; their needs and expectations are multiple. We expect to open and keep open the door to as many persons as possible. We must provide them with appropriate student services, academic and career planning, financial support, and specialized services of many kinds.

Within this plural clientele are certain groups that we will pay particular attention to, for their needs often are unmet or ineffectively met. And too frequently, their needs are stated by others, not determined cooperatively. We include within these groups the following:

-Native Americans,

-The unemployed who wish training and education leading to job possibilities or career improvement,

-Veterans,

-Non-English speaking person, or persons for whom English is a secondary or late language,

-The recent high school graudate who has been unable to determine what next to do and who needs special career or academic encouragement,

-Older citizens, particularly those who are unable to take advantage of avocational and health programs offered elsewhere,

-The disabled,

-Women who have found it difficult to enroll in courses or programs because of constraints of time, locations, child care and such variables.

V. Staff

This is the heart of a college. WCC must attract staff who are enthusiastic about our purposes and our mode of operation. We must encourage them financially and we must provide them a full measure of participation in the planning and implementing of WCC's goals and programs. Staff development is a primary concern of the Board, and this concern must be demonstrated by budgetary attention. WCC's differences in operation, in decentralization, and in other aspects may make Whatcom the wrong choice for certain staff members. Such persons should be encouraged to look elsewhere, and we should assist them in finding opportunities elsewhere. Moreover, the college must take every step to acquaint potential staff with WCC's mode of operation, and it should inform current staff of any changes of substantial nature that are planned.

VI. Administration

The Board employs the President and is responsible for evaluating his or her performance. In turn, the President is resonsible for developing standards of performance for all personnel of the college and for assuring

the Board that this is a continuing process. Relations between the Board and the President must be productive and informative. The Board is responsible for informing the President of Board activities that bring Board members into contact with all personnel. Mutual trust and support is the key to this set of relationships. The President is primarily responsible for the operation and management of the college.

VII. Evaluation and Planning

A responsibility of the Board is to assure external agencies and local citizens that the budget is properly expended, that appropriate programs are developed, and that inappropriate or unnecessary activities are stopped. This means that detailed planning and consequent evaluation are required. Planning must be systematic and in conformity with external requirements and internal mandates. The Board should be kept abreast of such planning and must participate at important intervals in the planning, particularly when major changes are under discussion. Evaluation of all major activities of the college is a Board mandate to the administration, faculty, and the staff. Evaluation procedures must be established and maintained so that systematic information, when analyzed, can provide defensible answers to the question: "Are we doing this well and efficiently?"

VIII. Community Involvement

WCC is the community college of Whatcom County. Its programs, personnel, and expenditures should relate directly to the needs and expectations of our service population. WCC's planning must receive maximum possible information from this population. The Board encourages the creation of groups and of procedures that will meet this goal. Of particular need

are representatives, functional advisory committees of the type we have created to date. The Board reminds the college community that it is easier to create a committee than to utilize it effectively. In such committees lies the possibility of great assistance and support; there also lies potential dissatisfaction if committees are improperly or infrequently used.

APPENDIX B

DESCRIPTIVE ANALYSIS

A

DESCRIPTIVE ANALYSIS

OF

WHATCOM COMMUNITY COLLEGE

LANNY SPARKS

FINAL DRAFT

July 7, 1978

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A Descriptive Analysis of Whatcom Community College

Introduction

Background of the Study

Whatcom Community College District #21 was created by the 1967 legislative enactment that provided the State of Washington with community college districts, 22 totally. In some districts, vocational-technical schools separated from K-12 school systems and became community colleges. In other districts, existing community colleges separated from K-12 systems and expanded their former operations. In remaining districts, including Whatcom County (the extent of District #21), steps were taken to plan and develop community college operations under the provisions of the enactment and through financial assistance from the State's general fund.

During 1968-69, little happened in Whatcom County. A Board of Trustees was appointed, as required by law; the Board met and satisfied the annual meeting requirement. With a four-year college and a vocational-technical school in Bellingham there seemed little urgency for commencing community college activities. However, in 1969 the Director of the State Board for Community College Education reminded the Whatcom Board of Trustees that the 1967 enactment required local boards to provide needed community college services to their districts. The Director urged the trustees of District #21 to initiate a needs study. The State Board provided funding for the study, and the State Board staff assisted in planning and conducting it. Not surprisingly, various needs were uncovered for programs not provided by other local institutions and for clients not served by the state college, the vocational-technical school, or nearby community colleges. A Director and a small staff were hired by the local board; funding was increased by the State Board; plans were developed; and, slowly at first, the college got underway. At about the same time, state legislation removed the responsibility for much adult education from the K-12 districts and assigned this responsibility to local community college districts. This action transferred existing programs and budget to Whatcom Community College and increased the college's staff somewhat.

By 1971 the college was operating a number of programs, had increased its staff substantially, was ready to select and hire a President, and had a budget sufficient to lease or rent certain facilities. The Board of Trustees was issuing general statements about the district's aims and intentions after Board interpretation of certain external mandates, e.g., the 1967 legislation, the policy statements of the State Board for Community College Education, and Office of Program Planning and Fiscal Managements regulations, and constraints. It became clear that the Board needed a more detailed, more local statement of purposes and priorities. This statement took the form of a document titled "Internal Mandates," which contained policy statements, identification of priority programs, and clients, and a listing of immediate and long-term goals. The "Internal Mandates" have been revised annually since 1971 and serve as a reference point for administrative and staff decisions and for the development of the college's budget. Further specification has occurred through statements by the college administration reports to the State Board, various planning documents, and, most recently, through a negotiated contract with the American Federation of Teachers.

As Whatcom was established by the local Board of Trustees to attempt to operate without the existence of a central capital facility, but rather through the rental of existing facilities throughout the district, its operation has been somewhat different from that of other community colleges. Due to some of these differences it was felt by the local Board of Trustees and its administration that certain budgetary allocations made by the State Board for Community College Education were not sufficient to support a non-campus decentralized operation. Consequently, approval for a demonstration project was developed and eventually funded by the state legislature and the Kellog Foundation for a period of three years. The intent of their demonstration was to:

1) test the effectiveness of the decentralized style of delivery of educational services,
2) identify the cost of factors of the decentralized style, and,
3) test the effects which a demonstration might have in causing changes in state policy as related to adjusting the funding formula for the decentralized style of operation.

As the demonstration project was nearing its completion, it became clear that the initial conceptualization of data needs for answering the demonstration project questions was not going to account for the numerous variables influencing the demonstration, i.e, changes in the college delivery style, legislative decisions, local board decions, State Board decisions, etc., and therefore was not going to satisfactorily answer the demonstration questions.

Concurrent with the last year of the demonstration project college planning activities were intensified to develop a master plan which would determine the future actions to be taken for the successful continuation of the decentralized style of operation. With lack of satisfactory data derived from the demonstration project, a further effort was initiated by Whatcom Community Collge and State Board staff to utilize information being gathered through the college planning process in order to make a determination regarding the future funding aspects of Whatcom Community College. This secondary effort has been titled "The Whatcom Study."

Purpose of the Whatcom Planning Process

The purpose of the Whatcom Planning Process is to develop a comprehensive Master Plan that will provide an organized and clear direction for college staff to take and a narrative for the college community and external agencies which clearly explains the activities the institution is going to accomplish in the future.

The purpose of the Whatcom Study as a secondary activity is two-fold:

1) to develop a comprehensive review of the program, staffing, operating budget, facility and enrollment plans of Whatcom Community College, and,
2) to develop recommendations and planning guidelines concerning the long time operational funding arrangements of Whatcom Community College by the State.

It is anticipated that the additional data coupled with the previous information provided through the demonstration project will facilitate

the decision-making necessary for Whatcom Community College staff and State Board staff regarding the future activities of the institution.

Procedures for the Whatcom Planning Process

The Whatcom Planning Process is divided into six phases:

Phase I - Planning Parameters. This first phase defines the scope of the planning activity.

Phase II - Data Collection. The data collection phase is based upon the parameters established in Phase I and consists of the identification of data sources, data gathering techniques and data tabulation and verification activities.

Phase III - Data Analysis. This phase consists of analyzing data gathered and documenting the analyses in report format.

Phase IV - College Goals and Objectives. The activites in this phase are focused upon clarification of the philosophy and future directions of the college.

Phase V - Policies and Procedures. This phase consists of a review of existing and creation of new policies and procedures implied by the goals and objectives.

Phase VI - Master Planning Document. The final phase in the Planning Process is to communicate in written form the decisions made as a result of all the planning activities.

Appendix A summarizes the Planning Process.

It was felt that by integrating the questions asked by State Board staff for the Whatcom Study with those developed by staff during Phase I activities, both activities would benefit. The combined questions which provide the parameters for the Planning Process are:

1) What are the advantages and disadvantages of the "college without a campus" operating mode in terms of:
   a. services to the communities of Whatcom County
   b. flexibility of program location and content
   c. ability to complement other post-secondary educational services available in Whatcom County, i.e., WWU, Bellingham Vocational-Technical Institute

d. the impact of inflated energy costs/availability

2) What are the present and anticipated financial costs of the Whatcom Communtiy College mode compared to other similar size colleges operating a mixture of extension or continuing education programs and campus-based services?

3) What accounts for the cost differences? This question should be considered separately for each of the budgetary programs; i.e., instruction, library, student services, etc., and would involve a review of the interaction between dollars available and the nature of the services provided.
   a. What are the appropriate cost factors to be used in the on-going operating budget allocation process to Whatcom Community College?
   b. How might we account for capitalization of construction costs in the cost analysis of programs?
   c. What are the obvious trade-offs between service and cost in the various program areas for a non-campus mode? When resources are added or reduced in the various programs, what are the incremental impacts on service and operations?

4) Should the various state requirements/limitations related to spending pattern shifts, instructional staffing and class sizes be applied to Whatcom Community College? Is there any rationale for allowing some deviation from the norms?

5) What are the enrollment expectations for the major mode options? This should be considered in light of the trade-offs among resources, class sizes, and student clienteles that are inherent in campus and non-campus modes, and combinations thereof.
   a. What should the program mix for Whatcom be, i.e., transfer, general, etc.?
   b. How should Whatcom offer its program mix?
   c. Where should Whatcom offer its program mix?
   d. What are the potential clienteles for Whatcom?
   e. What are the patterns/make-up of available students for Whatcom?

6) What are the facility implications of the program and enrollment plans and "mode of operation" preferences of the district? What are the impacts on state level facility planning and capital budget process?
   a. What is the impact of the availability of rental facilities on Whatcom's major mode of operation?
   b. What are the advantages and disadvantages of rental facility use?

7) What are the "operating options and what are the preferences of the board, staff, faculty, community?

Once the the questions were developed, data needed to answer them was compiled, analyzed and classified into five categories:

1) college district
2) college organization
3) instructional programs/courses
4) services
5) budget

Narrative in these five categories provide the basis for an initial data analysis of Whatcom which represents Phase III of the Planning Process and provides a basis for answering the planning questions.

Additionally, for the Whatcom study, several other colleges were selected to be used for comparative purposes, particularly for the budget category. They were also available for comparative purposes in the event that during the analysis phase of the Whatcom study specific questions might have to be answered in other categories. The community colleges selected were Penninsula, Grays Harbor, Skagit Valley and Wenatchee Valley.

Description of Whatcom Community College

College District Characteristics

Community College District #21 incorporates all of Whatcom County and is located in the northwestern portion of Washington State. It is bordered on the north by the United States-Canadian International Border, on the east by the Cascade Mountain Range, on the west by Puget Sound and on the south by the Whatcom-Skagit County line.

Although District 21 incorporates all of Whatcom County, a large portion of the eastern section containing the Cascade Mountain Range is virtually uninhabited. Consequently, the actual geographic area served is the western portion of the county about thirty miles square. One small town, New Halem, is located in the extreme eastern part of the district, but is accessible only by driving through Skagit County and up the North Cascades Highway route which follows the Skagit River. As the town is as inaccessible as it is, little service has been provided by the college - only one course was offered based upon a request made from there.

The population in the county continues to increase. Figure 1 shows the population growth in 1970, 1973, 1976, and 1977 for the major population areas and the unincorporated portions of the county.

Figure 1

Population Growth in Whatcom County, 1970-1977

City	1970	1973	1976	1977
Bellingham	39,375	40,200	42,100	43,160
Lynden	2,808	2,950	3,540	3,655
Ferndale	2,164	2,950	3,100	3,180
Blaine	1,955	2,800	2,265	2,360
Everson	633	680	730	755
Sumas	722	673	696	708
Nooksack	322	352	413	415
Unincorporated	33,971	35,295	37,156	39,367
TOTAL	81,950	85,000	90,000	93,600

Bellingham has the largest population in Whatcom County, but has only grown 6.9% in the period 1970 to 1976. Lynden, during that same period, has grown 26.1%, while Ferndale has grown the most with a 43.3% increase. Nooksack has also grown substantially with a 28.3% increase, however, the total population remains small. The unincorporated portions of the county have grown overall by 9.3%.

The total population in Whatcom County has grown 10.1% from 1970 to 1976. However, of the 8,050 total increase in numbers, 66% of that total has been made up of people migrating into the county. The current projections made by the Office of Financial Management indicate that by 1980 the population in the county will be 100,300 inhabitants and will increase to 119,800 by 1990. By the year 2000, it is predicted that the county population will be 133,600. If the migration of people into the county continues at the same percentage rate, based upon current projections, approximately 5,000 people will migrate into the county within the next three years, and in the following five years, 6,000 people will be moving into the area. Although population, due primarily to migration, continues to increase in the neighborhood of 1,500 to 2,000 people annually, the economic outlook for the area does not appear to be supportive of this kind of growth.

Whatcom County has a rather diversified economic base and one type of industry does not appear to predominate significantly over another. The larger industrial plants are ARCO Refinery, Mobil Refinery, Intalco Aluminum Refinery, Georgia-Pacific Pulp and Tissue Mill, Uniflite Fiberglass Boatbuilders, and the Columbia Cement Plant. There does not appear to be any significant growth with respect to the oil refineries, and they appear to be in a stable situation. The Mobil Refinery is in the process of making some changes so that they can process the higher sulfate and residual content North Slope Crude Oil, but this is mainly "in-house" type of changing not requiring major employment or expansion. The ARCO Refinery was built with the capability of handling the high sulfate crude, so no major changes are necessary for processing that oil when it becomes available. The latest indications are that the development of North Slope Oil area will have no significant impact on Whatcom County and that there are no plans or indications that Whatcom County will become a southern terminus for the oil shipments. Approximately 10% of the north slope oil will come to Washington, with the remaining 90% going to ports in California. The 10% coming into Washington will be more or less a replacement for oil currently coming from Canada or the Middle East, and will not represent a 10% increase in oil processing in the State. There are also no plans to develop facilities for "Super-

Tankers" from the North Slope Oil fields, as oil coming into Washington will come via conventional size tankers with the larger tankers continuing down the coast to California.

The Intalco Aluminum Refinery continues to operate at near peak capacity and the demand for aluminum ingots will continue at a high rate. There are no current plans to expand the existing plant or install new potlines. This past winter there were some problems with repsect to availability of electrical energy and natural gas became necessary in the aluminum production process, but these shortage problems appear to have been overcome, at least for the time being. Figure 2 lists the largest industries in Whatcom County in terms of employment.

Figure 2

Whatcom County Top Employers

Top Ten Manufacturers (Based on Payroll)

Company	Employees	Payroll	Assessed Value
Intalco	1,249	$ 25,000,000	$ 136,498,000
Georgia-Pacific	1,200	20,000,000	47,034,000
Uniflite	503	6,000,000	2,700,000
Atlantic Richfield	369	7,000,000	183,200,000
Mobil Oil Corporation	300	6,400,000	49,645,000
Ershig's	260	3,000,000	840,000
Mt. Baker Plywood	232	2,800,000	2,744,000
Haskell Corp.	175	4,000,000	673,000
Columbia Cement Company	145	2,900,000	7,350,000
Builders Concerete	102	1,400,000	1,282,000

Figure 2 - Continued

Top Ten Service Industries (Based on Payroll)

Company	Employees	Payroll	Assessed Value
St. Joseph's Hospital	230	$ 2,500,000	$ 3,027,000
St. Luke's Hospital	315	2,600,000	2,325,000
Puget Power	267	4,700,000	51,665,000
Fred Meyers	250	2,500,000	5,231,000
Bellingham Cold Storage	253	2,400,000	4,511,000
Continental Telephone	245	3,800,000	11,988,000
Sears Roebuck & Co.	200	2,400,000	1,478,000
Pacific Northwest Bell	180	1,800,000	11,601,000
Leopold Inn	145	651,000	884,000
Burlington Northern	140	2,400,000	2,641,000

Top Eight Public Sectors (Tax Supported)

Company	Employees	Payroll	Assessed Value
Western Washington University	1,144	$ 20,500,000	(Tax Exempt)
Federal Employees in Whatcom County	850	12,000,000	
Bellingham School System	813	10,000,000	
Whatcom County Employees	757	6,600,000	
City of Bellingham Employees	532	6,700,000	
Ferndale School District	302	3,700,000	
State Employees in Whatcom County	294	3,600,000	
Blaine School District	103	1,300,000	

In the past five years only ten companies have dramatically impacted the work force in the county. Figure 3 shows the companies that have increased their operations significantly or those companies starting operations here.

Figure 3
Companies Signficantly Adding to the Work Force
Within the Last Five Years

Company	No. of Employees
Atlantic Richfield Co.	350 employees
Fred Meyers	250 employees
K-Mart	130 employees
Anvil Corporation	44 employees
Cal Gas	8 employees
Ershigs Fiberglass	Increased employ. by 145 employees
Haskell Corp.	Increased employ. by 130 employees
B'ham Cold Storage	Increased employ. by 65 employees
Mobil Oil Refinery	Increased employ. by 65 employees
Builders Concrete	Increased employ. by 50 employees

Even with the increase in employment shown above, a downtrend that has developed in some of the traditional industries in this area--fishing, farming and forestry--continues. Though actual primary employment has always been numerically small, the associated processing industries form a major portion of the employing community. Should this trend be maintained long term, the erosion of jobs in these industries could be sufficient to influence the overall economic picture. Fishing, hampered by curtailed seasons and a general unsettlement due to the Boldt Decision, is still groping for a solution to industry-wide problems. Farming has suffered losses, particularly in dairy production. While recent price increases for dairy products hold out some hope of relief, this is little comfort for those dairymen already forced out of business by depressed prices coupled with inflated production costs. Forestry and related lumber

industries were affected by the low product demand resulting from the depressed housing industry nationwide. However, these industries have picked up with the increases in the housing industry.

Retail trade remains the brightest spot in the county's economic picture. Employment in this sector continues to increase concurrent with the growth in the number of retail outlets. More than one of every five persons employed in the county now works in wholesale and retail trade. Canadian consumerism has had the greater impact on the trade industry and although not as large a factor, other tourism generated by the North Cascades Highway has been noticeable, too.

Heavy industry remains fairly stable in the area and in primary metals there has been a considerable improvement in the job outlook. Light manufacturing appears to be picking up. A large propane plant has recently been built, as well as a coal-mining facility. Employment at the coal producing facility was projected at more than 100 mining employees. A number of small firms have indicated an intention to locate in the county. Those with fairly firm commitments project a combined 150-200 workers employed when operations are full commenced. There are other projects still in the negotiating stages.

Even though 1975 was an unusually slow year for the construction industry, a turn around has occured and construction continues at a high rate. One of the largest projects planned that affects this area is the construction of a nuclear power plant at Sedro Woolley in adjacent Skagit County. Site preparation began January 1976, and work on the facility was to begin early in that year. However, activities have been delayed until Spring of 1978. The proximity of Bellingham to the power plant site is within commuting range for construction crews.

Environmentalist opposition to a major oil terminal in inland waters and the inability of some local refineries to handle the high-sulphur Alaskan Crude without revamping of the refining process has just about eliminated the prospects of any major economic impact on the county from the completion of the Alaska pipeline.

The possibility that the southern terminus of the Alaska Ferry System will be shifted from Seattle to Bellingham is scheduled for a final determination in March 1978. However, the expenditures involved in a changeover are being carefully weighed against potential savings in operation costs to the system.

The continued economic expansion in this labor area, particularly in manufacturing and retail trade, has offset to a certain extent the contraction in other industries such as forestry and fishing, and lumber and wood products. But the number of new jobs available fail to keep pace with the increase in the labor force. The promise of new jobs to come as a result of the establishment of new industries and the expansion of existing firms essentially will not be great enough to keep pace with the projected increase in the work force. It is therefore expected that for the immediately foreseeable future Whatcom County will continue as an area of persistent unemployment.

Adding to the problem is the continued abundance of inexperienced and unskilled labor in the work force, together with an oversupply of some highly skilled workers and insufficient demand for those skills. This pool of unskilled and overskilled labor creates a highly competitive job market situation. Because of this oversupply, wages in many industries with high turnover are considerably below wages for similar work in other areas. In this situation, it is even more difficult than usual for the disadvantaged to vie for the existing job vacancies. Despite the existence of Affirmative Action Programs, intense efforts by the Employment Security Department, public service groups, and other agencies, the employment prospects remain extremely discouraging for recent immigrants, minority group members, the handicapped, ex-felons, the aged and the undereducated. Only the lowest-level tasks, and very few of those, are available for most members of these groups, and training programs, both on-the-job and institutional, must be geared to existing openings. Hence only a limited number can be served.

The miniority population of Whatcom County consists mostly of Mexican-American and Native Americans residing separately from the majority population. These groups center in three areas: the Lummi Indian

Reservation, west of Bellingham and south of Ferndale; the Nooksack-Deming area, home of the Nooksack Indians; and the Lynden area, where a large portion of the Mexican-American group resides. In addition to these groups, this county has recently become the residence of some 130-odd Vietnamese future citizens scattered throughout the county. Recently, also, there has been a small increase of Blacks and Asians (other than Vietnamese) in the area.

Although the implementation of affirmative action programs has influenced the minority group situation in a positive way, alleviating some problems, there still remains the obstacle of unemployability stemming from a lack of education, job skills, and lagnuage ability. Whatcom has recognized this problem and has provided basic education programs and English as a second language classes specifically for these minority groups. However, until these people acquire additional education and job skills, the rate of unemployment will remain high for them.

In addition to the community college there are two post-secondary institutions located within Whatcom County. The largest, Western Washington University, has an enrollment of approximately 9,000 students and is located on Sehome Hill in the southern section of the city of Bellingham. The University offers a variety of Bachelors programs as well as a large number of graduate programs leading to the Masters Degree.

The second post-secondary educational institute, Bellingham Vocation-Technical Institute, serves approximately 1,200 students in the day programs and approximately 6,000 with its evening offerings. The institute is located in the northwest city limits of Bellingham, within a block of Bellingham Bay. The Voc-Tech Institute offers a variety of vocational programs and leisure-time courses. Currently, there are 22 daytime trade and para-professional areas, and over 150 evening offerings available to the public.

The three post-secondary institutions within Whatcom County do provide a variety of educational experiences for the residents. An individual desiring an education is fortunate to have these institutions in close

proximity to one another. However, the fact that there are three post-secondary institutions serving the same area presents some problems for the institutions. The institution least effected by having two other institutions near it is Western Washington University. Western as an institution seeks a different student population than either the Voc-Tech school or the community college and therefore provide fewer conflicting services.

As Whatcom Community College and the Voc-Tech school do serve similar clientele, their services do overlap and do cause conflicts. These conflicts have been recognized and attempts made to resolve them, but there remain many to resolve. The most serious conflects lie in the area of program/course offerings. There has been much concern expressed by each institution over the duplication of classes and programs offered. Many attempts by Whatcom to develop new occupational programs have been hampered by objections from the Voc-Tech school that the new programs will duplicate their existing programs. The most recent example of objection by the Voc-Tech school is in regard to our attempt to develop an Accounting Technician program. BVTI has a program designed to prepare people as a secretary/bookkeeper, yet claim our program designed to prepare people as para-professional accountants is a duplication of their program.

A coordinating committee has been created to discuss these duplication problems, but little concrete progress has been made. The most notable progress has been an agreement to institutional occupational program area "territories." Unfortunately, there is an equally large listing of occupational program areas that are claimed by each institution and attempts to resolve that list have not been successful. Until a resolution can be reached which clearly identifies which program areas are the territory of which institution, conflicts between the institutions will continue.

In addition to the conflicts encountered with occupational program offerings, there are conflicts regarding the offering of continuing education courses. Again, the concern is one of duplication of classes. An agreement has been reached which allows the quarterly class schedules of each institution to be examined by the other institution and objections

made by either institution discussed at subsequent coordinating committee meetings. The current situation between the two institutions is not a comfortable one, and remains tenuous at best. Appendix B gives a historical prospective of the relationship between BVTI and Whatcom.

College Organization

Whatcom Community College does not possess a central capital facility. Rather, the facilities plan developed in 1972 proposed that a Central Services Center be developed from a State-owned relocatable building and positioned approximately in the center of the district area served. This facility is located approximately seven miles north of Bellingham on Northwest Road east of the Interstate Five freeway. The center was designated to house administrative staff and provide college services necessary for instructional activities located through the district.

Additionally, Instructional Centers were leased by the State to provide instructional facilities not readily available during the day time hours and/or special instructional facilities not available at all. The Instructional Centers are located in Lynden, Ferndale, Blaine and northwest Bellingham on Marine Drive. Previously there was a Lummi Instructional Center operating on the Lummi Reservation. Also, the building housing the Learning Resources Center located adjacent to the Instructional Center on Marine Drive is leased by the State.

All other instructional facilities are rented and/or borrowed in 40 to 50 locations throughout the County. Figure 4 shows the number of separate instructional locations in geographic areas by quarter during the 1975-77 biennium.

Figure 4

Number of Instructional Locations by Geographic Area, 1975-77

Location	Fall '75	Winter '76	Spring '76	Fall '76	Winter '77	Spring '77
Bellingham	21	22	23	22	27	28
Ferndale	7	5	5	8	7	7
Lynden	3	4	4	4	3	4
Other	11	11	10	9	11	9

Generally, the instructional locations rented and/or borrowed come equipped sufficiently for group lecture/discussion classroom use. In those cases where blackboards, tables, etc. have been required and in some where a large equipment requirement has had to be obtained, it has been budgeted as part of the operational budget of that program/course. Over the past four years, this kind of expenditure represents a substantial amount of money. This situation is anomalous to Whatcom because other higher education institutions acquire the majority of their facilities' equipment through capital projects. As a result of the lack of any capital projects at Whatcom Community College, adequate equipping of college-used facilities has been difficult. It is felt that some means of obtaining equipment for facilities used by the college needs to be developed.

Whatcom's inability to expend sufficient monies to obtain equipment necessary to equip leased space for laboratory-type courses has hindered

many of our programs and has limited the kinds of classes offered. Many classes are not offered at all. Figure 5 lists the kinds of instructional facilities needed in addition to those already in use, and the corresponding classes that could be offered or expanded.

Figure 5
Instructional Facilities Needed for Specific Classes

Facility	Class
Secretarial Lab	Medical Assisting
Sewing Lab	Tailoring, Sewing
Day Care Center	Childcare, Preschool Nursery
Gym	Physical Education
Business Lab	Small Business Machines
Typing Lab	Typing
Home Economics Lab	Cooking
Photography Lab	Photography
Crafts Room	Jewelry, Stained Glass, Upholstery
Science Lab	Biology, Geology, Physics, Chemistry
Woodworking Lab	Cabinet Making
Agriculture Lab	Farm Mechanics
Pottery Lab	Pottery
Art Lab	Silk Screening
Large Lecture Hall	Humanities, Social Sciences

It is estimated that an additional 100 FTE could be realized with the addition of the above facilities.

A facilities survey was conducted in October, 1977, to identify additional instructional space for future expansion of instructional programs. The results of the survey indicated that:

1) There is enough classroom space for lecture-discussion classes available in the district, although not always in the location or configuration desired.
2) There is a lack of specialized instructional space for laboratory-type classes available in the district for college use.

3) There are enough investors available to have facilities remodedled or built to our specifications.

Based upon our experiences to date and verified by the facilities survey, it appears that many of the instructional facility needs of the college can be satisfied in the future through the normal renting or leasing process. However, in many instances remodeling or building of new facilities to satisfy certain instructional program needs is not economically feasible for a potential investor. In those cases, decisions to use capital projects to satisfy those instructional program facility needs, to eliminate those instructional programs, or offer those programs in a manner which would reduce the facility needs will have to be made. See Appendix C for a detailed listing of facility needs.

The staffing patterns of Whatcom Community College have been an outgrowth of the facilities and equipment environment. Due to the decentralized operation of the college, it was felt that the Central Services Center would provide the administrative coordination and supply of services functions for the entire college. Consequently, staff providing all the administrative and support activities in administration, student services, plant and maintenance, learning resources and instruction were housed there.

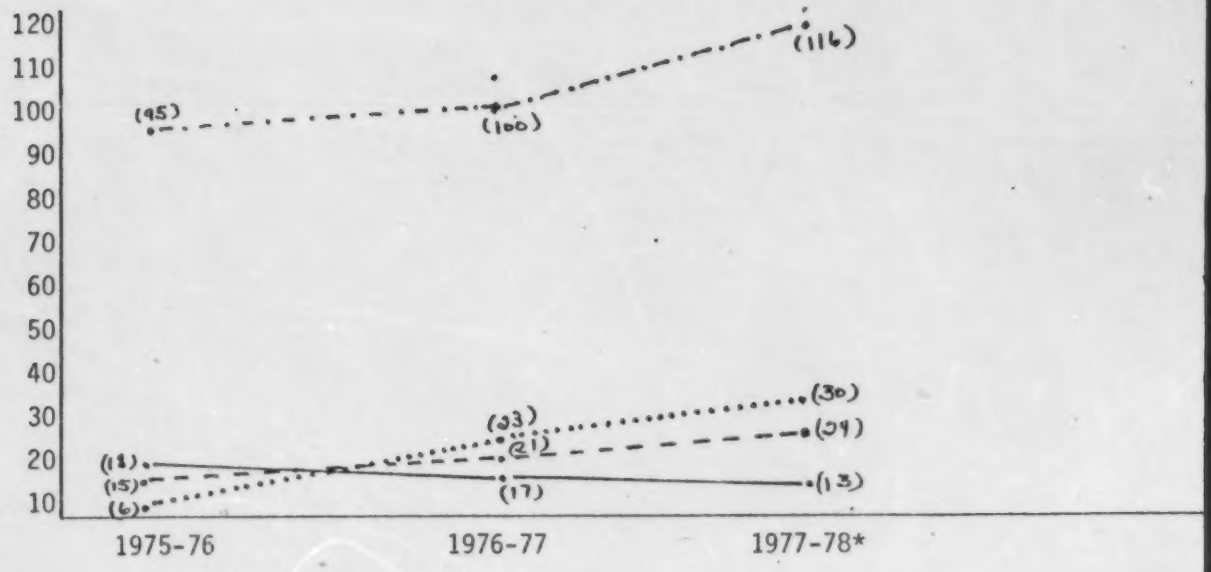
The organization of staff was also centralized within the administrative structure of the college. All secretarial functions were centralized, patterned after the secretarial pool concept, and all administrative support services were placed within the administration budget department under the jurisdiction of the President. Also, the areas of instruction, student services, and learning resources were incorporated under the jurisdiction of the Dean of Instruction.

As the Instructional Centers were established, additional staff were hired to extend the central services to faculty and students located in those areas. The staff were also to act as contact people for the college in the community and provide the college with information on local resident educational needs. Currently there are 13 administrative and 30 classified staff employed to provide college central services to the 140 faculty and 2,350 students.

The staffing patterns at Whatcom have shown a change each year, as is to be expected with a new, growing institution. The administrative staffing at Whatcom has declined during the past three years, while the faculty and classified staff have increased. Within the faculty, the number of full-time employees has increased as well as the number of part-time employees. It should be noted, however, that the average number of credits taught per part-time employee has declined gradually. Figure 6 illustrates the changes in staffing for the periods 1975-'76, 1976-'77 and 1977-'78 (Fall Quarter).

Figure 6

Staffing Patterns, 1975-Present



Administrative ————————

Classified - - - - - - - - - - - - - -

Faculty (Full-Time).....

Faculty (Part-Time) — . — . — .

*Fall Quarter

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Faculty hired at Whatcom are primarily still employed on a part-time basis. As the college programs/courses have grown and expanded, some faculty have become employed full-time. Currently there are 22 full-time faculty and approximately 116 part-time faculty. Full-time faculty represent half of the full-time equivalent faculty (FTEF). However, due again to the decentralized operation of the college, many faculty do not have permanent employment or permanent teaching locations. Depending upon teaching assigments, faculty travel from instructional site to instructional site and share teaching and workspace with other faculty, or use their home as a working office.

The large number of part-time faculty employed at Whatcom is both an advantage and a disadvantage. On the one hand, part-time faculty greatly enhance the capability of Whatcom to respond quickly to community educational needs as requested. The instructional salary dollars available for those kinds of requests amounts to almost 20% of the entire 060 budget. Our ability to respond quickly to people in the community has given Whatcom credibility with the residents of the district. Another advantage with the use of part-time employees is the ability to easily retire a particular class when the community need has been met.

The disadvantages associated with part-time staff are:first, high turnover rate; second, low individual commitment to the institution; and, third, availability of highly qualified individuals related to the job market. There is an abundance of highly qualified individuals during periods when the market is saturated, but a scarsity when it is not. Fortunately for Whatcom, the local area has experienced a high unemployment rate and a saturated job market and if predictions are accurate, this situation will continue for some time.

The number of full-time faculty has increased, as indicated in Figure 6, resulting in a core of employees providing some stability to the instructional programs/ courses. This has resulted in an increase in curriculum development acitivites and most importantly an increase in feedback from faculty to the administration. The increased communication has greatly facilitated decisions made regarding course offerings, program development and student needs. It is anticipated that there will continue to be an increase in full-time faculty.

Figure 7

Summary of Student Characteristics
Yearly Averages, 1972-76

	1972-73		1973-74		1974-75		1975-76		1976-77	
Head Count	1439.3[a]		1838.7[a]		2206.0[a]		2410.0[a]		2568.0[a]	
	No.	%	No.	%	No.	%	No.	%	No.	%
Credit Hours										
10+	136.7	10.8	199.3	13.1	288	13.8	419	20.0	383	15.0
1-9	1130.7	89.1	1321.5	86.9	1707	86.2	1704	80.0	2185	85.0
Intent										
Basic Educ., G.E.D., H.S. Completion			163.3	10.0	182.0	9.2	270	12.0	293	11.0
Occupational	Not Available		607.4	37.2	545.0	27.3	661	31.0	871	35.0
Liberal Arts, Transfer and Terminal			249.0	15.2	312.7	15.7	385	19.0	463	17.0
Other			615.3	37.6	929.3	47.6	816	38.0	941	37.0
Ethnic Background										
Asian American	1.0	0.1	6.0	0.4	9.7	0.5	24	1.0	28	1.0
Black Amerian	3.7	0.3	2.7	0.2	6.7	0.3	5	--	17	1.0
American Indian	21.0	1.7	50.3	3.1	49.7	2.5	63	3.0	85	3.0
Mexican American - Chicano	3.7	0.3	17.0	1.0	21.3	1.1	24	1.0	25	1.0
Other American Ethnic Minority	1.7	0.1	7.0	0.4	3.0	0.2	7	--	9	--
White American	532.0	42.0	1235.3	75.5	1531.3	76.8	1549	73.0	1938	76.0
Foreign Student	1.0	0.1	0.7	0.04	--	--	2	--	26	1.0
Sex										
Male	520.7	41.1	667.7	40.8	818.7	41.0	864	41.0	1015	39.0
Female	741.0	58.5	936.0	57.2	1023.7	51.3	920	43.0	1462	57.0
Age										
Under 18	59.3	4.7	54.3	3.3	57.0	2.9	70	3.0	66	3.0
18-29	536.0	42.4	691.0	42.3	837.7	42.0	951	45.0	1146	44.0
30-39			356.0	21.8	433.0	21.7	456	21.0	647	25.0
40-49	645.0	50.9	173.0	10.6	206.3	10.3	205	10.0	262	10.0
50-59			107.7	6.6	123.7	6.2	105	5.0	146	6.0
60 and over			54.0	3.3	63.0	3.2	257	7.0	144	6.0
Average Age			32.8		33		33		33	
Veterans	63.3	5.0	101	6.0	172	9.0	224	11.0	174	7.0
Non-Residents	14.7	1.2	25.7	1.4	10.3	0.5	10	--	43	2.0

a = annualized average

As with faculty, students attending Whatcom are also primarily part-time. Almost 85% or 2,185 of the 2,568 students attending Whatcom in the 1976-77 fiscal year were enrolled for less than 10 credits. Similar percentages have prevailed historically as well.

There has been a gradual increase in the number of half-time and full-time students enrolled at Whatcom. This is verified by the decline in headcount per FTE ratio of 3.7 to 1 in 1972-73 to 3.2 to 1 in 1976-77. At this point in time, efforts are being made to reduce this ratio even more. Recruiting of high school students has been intensified and currently enrolled part-time students have been encouraged to enroll in additional classes. Our expanding financial aids programs have facilitated this effort.

Students enrolled at Whatcom Community College tend to be somewhat older, averaging 33 years of age. This average age has prevailed historically also. The average age is primarily due to the comparatively higher percentages of people in the 30-39 and the 40-49 age groups than is found in other community colleges. Student summary data for Whatcom is shown in Figure 7.

Instructional Programs/Courses

The instructional program patterns at Whatcom differ in many instances from the community college system. Each of these differences relate to the unique characteristics of District 21 and reflect Whatcom's attempts to meet the district residents' educational needs. Coupled with the uniqueness of the area Whatcom serves, local board policy of placing an equal emphasis on the three instructional areas - transfer, general education and occupational - has shaped the instructional program of the college.

The transfer offerings lead to an Associate of Arts and Sciences Degree, or are courses which can transfer to many four-year higher education institutions in the state. The occupational offerings are defined by State statue and classified as preparatory or supplementary in nature. General education classes at Whatcom are those instructional offerings

which are non-college level courses specifically designed to provide avocational or developmental educational skills to the student.

Approximately 150 students are enrolled in the Associate of Arts and Sciences program, however, other students enroll in the same classes, but are not pursuing a degree. Both groups account for 17% of the enrollment.

In the occupational area, Whatcom offers ten programs. Figure 8 lists the programs and gives the number of students officially enrolled in each for fiscal 1976-77. Again, many more students are taking classes to supplement their job skills in these areas. Approximately 35% of the total enrollment is in the occupational area.

Figure 8

Occupational Program Enrollments, 1976-77

Programs	Number Enrolled			
	Fall	Winter	Spring	Average
Agriculture Technology	2	1	1	1.3
Banking & Credit Mgmt.	13	4	3	6.7
Early Childhood Ed	3	7	10	6.7
Horticulture	1	0	0	.3
Floriculture	0	2	1	1.0
Law Enforcement	11	20	25	18.7
Management	12	10	15	12.3
Medical Assistant	17	9	15	13.7
Real Estate	14	25	20	19.7
Multi-Occupational	1	12	9	7.3
TOTAL	74	90	99	84.7

The general education courses offered at Whatcom account for approximately a third of the enrollment (36%). These classes vary in nature from quarter to quarter.

The remainder of the instructional offerings provided by Whatcom are in the Adult Basic Education area. Approximately 11% of the student enrollment is in this area.

As mentioned earlier, the district is served by three higher education institutions of which Whatcom is the one most recently established. Consequently, educational services provided by Whatcom have been those which were not provided by the other two institutions, or those which have recently been provided by the newly emerging needs in the area. With the Vocational-Technical Institute providing programs for those individuals needing preparatory occupational training, Whatcom's occupational preparatory program is limited and will remain proportionally so. However, as new preparatory training needs emerge in the district, new programs can be developed by the college. The current level of 6% of the student FTE's in preparatory occupation programs will gradually increase in the future and will be shaped by the economic growth of the area.

Supplementary occupational enrollments are much higher than the system average. 27.5% of our students are enrolled in this area compared to only 15% for the system. It is anticipated that this percentage will remain high due to the continuing expansion of local industries, particularly in the wholesale and retail trades, requiring upgrading and retraining of staff to meet the increased bu.iness from Canadians and people migrating into the area.

Adult Basic Education offerings at Whatcom are also higher than the system average. With the large number of minorities living in the area who request these kinds of classes the percentage would be expected to be high. The ABE offerings will increase in the near future and as these educational needs are satisfied, this percentage (11% of total FTE's) will gradually decline. Efforts will have to be made, however, to encourage these people to continue their education in other areas so

that they can improve their educational and economic status. If these efforts are successful, enrollments will be impacted in other instructional areas. Consequently, steps will have to be taken to accomodate these increases.

Individuals enrolled in courses which do not lead to a degree or a certificate represent 17% of the total FTE's generated at Whatcom compared to only 4% for the system. The reasons for this high of a percentage are not known. Certainly contributing to this is again the make-up of the district. There is a high percentage of unemployment due to the high migration rate and the lack of new industrial growth to absorb the available manpower. Possibly some of these people are spending a portion of their time on relatively inexpensive educational activities. It is anticipated that with increased efforts to encourage students into instructional programs, this percentage will decrease.

Other factors related to the instructional program need to be discusses. Of particular importance is the ratio of faculty FTE to student FTE which gives some indication of the efficiency of the instructional program. It should be noted, however, that it is not a measure of effectiveness. Historically Whatcom's ratio has been low due primarily to the small class sizes. The small class sizes are directly related to the lack of instructional facilities which will accomodate larger numbers of students per class and to the decentralized offering of group instruction classes throughout the district. Classes offered in most locations in the county are comparatively smaller than those offered in Bellingham. This is to be expected, however, as there are fewer people in a particular area sharing similar educational interests to make up a large class in any kind of subject area. Considering that a third of the classes are offered outside the Bellingham area and that those classes tend to be small, the overall class size will be affected. Although this situation has been known for some time, the trade-off has been made to serve the people in the total district in locations close to where they reside. Figure 9 shows the class sections offered versus those which were made for 1975-76 and 1976-77.

Figure 9

Class Sections Offered Versus Those Made 1975-77

	1975-76		1976-77	
Location	offered	made	offered	made
Bellingham	111.0	102.6	150.9	135.6
Ferndale	15.3	13.3	21.0	18.7
Lynden	10.3	8.3	12.6	7.7
County	18.0	17.0	16.2	14.0
Other*	22.7	21.4	22.3	21.6

*Includes individualized courses such as Farm Management, etc.

Another factor related to small class sizes at Whatcom is the response made by the college to groups requesting particular classes. These classes also have a tendency to be small and contribute as well to the class size problem. Again, the trade-off has been to be responsive to the community's need at the expense of class size. During the 1975-77 biennium, 119 official requests were made for classes and 44.5% were implemented. Further, these classes were implemented in an average of 27 days. Only 21.7% of the requests were actually rejected. The other requests could not be implemented due to budgetary restrictions. Figure 10 lists the kinds of requests made, from whom and the time taken to implement those requests.

In addition to official requests received, the college staff conducted a needs assessment during the Spring of 1977 to find out who wanted what classes in what locations during what times and in what instructional formats, and what new programs/classes needed to be offered to whom. County residents and currently enrolled students were two groups surveyed in the process. The results of the needs assessment provide better guidelines for the current and future expansion of Whatcom's instructional program for students and residents.

Briefly, country residents desired instruction in a variety of formats: regular courses, short courses, studying on their own, and mini-courses,

Figure 10

Kinds of Class Requests by Community, 1975-77

Year Requested	Group Requested By	Hegis Cluster	Time Taken To Implement Request
75-76	Relocated Vietnamese	- Humanities ESL - Occ Support Driver Ed	within 2 weeks
75-76	Bicentennial Committee	- Humanities Community Orchestra	within 6 weeks
75-76	Women & Agencies in the County	- Soc Sci - 7	within 6 weeks
75-76	EMT's	- Health & Para Medic Tech EMT	within 2 weeks
75-76 76-77	Whatco Assoc. for the Blind and DSHS	- Humanities Functional Living for the Blind	within 3 weeks
75-76 76-77	Lummi Acquaculture	- Humanities - Soc Sci - Math	
	Lummi Indians	- Public Serv Tech (alcohol training)	within one month
76-77	Bellingham Police Dept.	- Public Serv Tech LE	within 2 weeks
76-77	MHS & Deming Community	- Humanities	within 1 day
76-77	MR Board	- Humanities Pre Voc Workshop for the Handicapped	within 3 months
77	Students	- Humanities German	within 2 weeks
77	Students (for a Newspaper)	- Humanities Journalism	within 6 weeks
77	Nooksack indians	- Humanities Reading Course	within 2 weeks
	Senior Activity Center	- Humanities Woodcarving Stitchery and Needlepoint Leathercraft Painting	
		- PE Exercise for Health Exercise for the Elderly	
		- Home & Family Life Nutrition	
		- Nat Sci Tech Furniture Refinishing	
		- Soc Sci Current Affairs	
		- Bus & Comm Tech Tax Practitioners	within 2 weeks
		- Early Childhood Education Preschool	

Range = 1 day to 3 months

mean = 27 days

and in a variety of locations in the county, but primarily Bellingham, Ferndale and Lynden. They expressed an interest in Small Business Management and Landscaping/Ornamental Horticulture programs, two of Whatcom's newer programs, and indicated interest in a variety of classes.

The currently enrolled students desired regular courses; 95% of Whatcom's instruction is through regular courses. These students primarily showed interest also in Landscaping/Ornamental Horticulture and Small Business Management as well as Home Management and Real Estate Sales Management, programs which Whatcom.is currently offering. A variety of classes were indicated as well by students. See Appendix F for additional information.

Fortunately, Whatcom can budgetarily afford to respond in such a manner to community requests due to the large number of part-time temporary faculty employed by the college. However, statistics provided by the State Board for Community College Education show that these responses to county residents in the instructional modes currently used are not very efficient compared to the community college system. Figure 11 shows the basic statistics for Whatcom during 1975-77.

Figure 11
Statistics for College Operation, 1975-77

Quarter	Statistic	1975-76	1976-77
Fall	FTE	759.39	718.53
	FTEF	40.56(86.98%)*	39.21 (90.66%)
	Class Size Average	18.72	18.33
Winter	FTE	780.80	804.99
	FTEF	42.03(90.86%)	48.03 (98.44%)
	Class Size Average	18.58	16.76
Spring	FTE	744.13	804.26
	FTEF	40.21(88.26%)	47.25 (99.1%)
	Class Size Average	18.51	17.02

* Represents % of State allocation formula. Whatcom operation should be 87% or below for acceptable efficiency compared to system.

Although the statistics show that during 1975-76 the college was operating at an acceptable level of efficiency, the 197677 year clearly showed the level of efficiency deteriorated. Based upon these statistics, Whatcom will have to consider other mechanisms for providing educational activities to it constituents if the college is to operate at a more efficient level. Perhaps less reliance on group instruction as the vehicle for providing instruction and more reliance on independent study modes will complement the efficiency of a decentralized instructional program. Further study will have to be made, however.

Note particularly the decrease in class size during the period of operation which contributed to the decrease in efficiency (as shown by the higher percentages). It is anticipated that this situation will change through a revision of the intructional program which will begin during the near future.

College Services

Although there are many service functions provided in any higher education institution, for the purposes of this report only those functions in Student Services, Learning Resources Center and Delivery Service will be addressed.

In the Student Services area, the main functions of registration, advising, counseling and financial aids make up the majority of the service effort. Registration is offered to students in a variety of modes: in-person at all instructional centers and the Central Service Center, mail-in via a form in the quarterly class schedule, telephone and in-class. The bulk of the registration activity is during a four to five week period prior to the start of each quarter and continuing two weeks after classes start. After this period, registration occurs at the Central Service Center or in continuous enrollment classes. During this peak enrollment period, part-time registration helpers are hired to process the large number of registrations. Figure 12 shows the registration locations and modes during 1976-77 and Fall, 1977, with the percent of use. Data was unavailable for 1975-76.

Figure 12
Modes of Registration and Percentage of Use
1976-Present

Mode	% of Use 1976-77	Fall 1977
In-person:		
Marine Drive I.C.	27	32
Ferndale I.C.	6	4
Lynden I.C.	6	3
Central Services Center	15	26
TOTAL	54	65
Mail-In	5	9
In-Class	20	6
Telephone	7	10
Other*	14	10

* Registration via the mobil unit, which has been discontinued, and in-person registration in locations other than the instructional centers listed.

Note that student registration at the Central Service Center increased dramatically Fall Quarter. This increase is due primarily to the decrease of in-class registration and the cut-back in registration hours at Ferndale Instructional Center and Lynden Instructional Center. In-class registration, using part-time registration helpers, was eliminated due to budgetary limitations.

Based upon the accumulation of information during previous registration periods, it has been discovered that providing the variety of registration locations and modes for the students has some disadvantages to the students. These are:

1) Inequitable treatment for full classes. Students registering in locations other than the Central Services Center do not have up-to-the-minute information regarding full classes. Consequently some registrations are made after a class has filled.
2) Full services are not available through some registration modes. Individuals mailing in their registration do not receive information about classes being full, cancellation of classes, etc.

3) Inconsistent information given to students. Sometimes part-time registration helpers are not aware of or do not receive information soon enough to provide a student with accurate information.

4) Verification of enrollment is delayed. For individuals using the telephone or mail-in registration mode, their enrollment is not immediately verified. Telephone registrations are verified upon receipt of tuition which may be several days after the initial registration request is made.

There are disadvantages for the college operation as well. The particular disadvantage experienced by the majority of staff during the registration period is the tying up of the telephone lines by individuals phoning in their registration. Another disadvantage is the inability of the registration staff to keep track of full classes due to the four hours turn-around time experienced getting registrations from the other registration locations to the Central Service Center.

In order for the college to provide registration in the manner described previously, additional personnel are needed during the registration period and some problems are associated with that part-time help not being familiar with all the registration activity. In addition, there is an additional budgetary expense associated with the additional staff.

There have been trade-offs made by the college to develop a registration process that is convenient for most student - and it is. There are no lines of students found at registration. The normal time required to register is about 30 minutes. In some cases complaints have been made by students having to take 45 minutes to register. The students are processed quickly and for the most part accurately in places and at times that fit their schedule. The recent changes, however, have made it less convenient for some students: all veterans must register at the Central Service Center; foreign students, students under age 18, and many students developing Alternative Learning Experiences courses have to travel to the College Service Center. As the Center is not accessed by bus service, it creates a transportation problem for some students.

Advising services are provided primarily at the College Service Center and Marine Drive Instructional Center by trained part-time people employed

during the peak registration period. These people are trained to identify students whose intent would indicate a need for in-depth advising and spend time with them. In those cases where the advising need of a student is greater than the advisor has been trained to handle, the student is referred to a counselor or to a person directly associated with the specific program being discussed. A training session for advisors is held before each registration period to either up-date those returning or to train any newly hired employees.

As with any system, there have been some problems encountered with the advising program. The use of part-time staff to advise students about college programs has been not as successful as desired. The high turn-over rate of part-time employees has had some effect upon this situation, and coupled with the inability of the training sessions to thoroughly train these people about the college and its programs has led to a reconsideration of the current advising system. During Spring, 1977, an examination of the system was conducted and a recommendation was made to include faculty in the advising program so that all students in a program would be assigned to a faculty advisor and receive advising during the quarter. Currently, attempts are being made to implement this recommendation.

The counseling activities at Whatcom are currently located at Marine Drive Instructional Center in the Career Counseling Center. The Career Counseling Center provides the bulk of the counseling services for Whatcom students. Counselors, two full-time and one half-time, are available from 8am to 5pm Mondays through Thursdays and by appointment at other times and locations for individual counseling sessions. In addition to individual counseling, group counseling sessions are provided as well. Career exploration classes, transition to college classes and a variety of developmental psychology classes are provided during the year.

Counseling at Whatcom has evolved during the demonstration project from a totally decentralized activity incorporating circuit riding counselors visiting the instructional centers on a scheduled basis to a centralized activity located at Marine Drive Instructional Center. It was discovered that much of the time counselors did not make a large number of client

contacts at the various centers, primarily because the instructional programs planned for those centers did not develop and there were not many students coming to the centers.

Upon examination of the system being used, it was felt that a single location consolidating all of the counseling activities would provide the identity needed for students to be perceptually aware of the services provided by the college. Individual counseling is still provided in various locations in the district, but only on an appointment basis. However, group counseling sessions and developmental psychology classes are offered in a number of locations each quarter.

As with Counseling Services, Student Financial Support Services was modeled after modeled after the circuit-rider concept. Again, upon examination, the system for providing those services was revised. Student Financial Support Services is currently coordinated from the Central Service Center and provides financial aid and placement into a single service. Students can access financial aid services at the Marine Drive Instructional Center and the Central Service Center via financial aid staff and student helpers. Student helpers are stationed at the Marine Drive Instructional Center to hand out applications and make appointments for financial aid staff. Back-up for the student helpers is provided by the instructional center coordinator or advisors assigned to the center. Placement assistance is available only at the Marine Drive Instructional Center.

The services provided in the financial aid area are:

1) Federal and State aid programs
2) BIA and other specialized programs
3) loan and/or scholarship assistance
4) Cooperative education in coordination with Alternate Learning Experiences activities at the college
5) career placement
6) financial and career counseling in coordination with the counseling area

It is the aim of Student Financial Support Services to facilitate a student's entry into college, maintain his/her attendance capability, and facilitate the transition of that student to employment upon completion of his/her program or exit from the college. Currently, the Student Financial Support Services area is supporting approximately 150 full- or half-time enrolled students.

The Learning Resources Center is located adjacent to the Marine Drive Instructional Center and provides library, media and graphics services in a variety of ways that make those services available to more faculty and students than would normally be expected, particularly in a decentralized college operation. For faculty teaching in instruction sites located further from the LRC location than is convenient for them to access frequently, depots have been established that house basic media equipment inventories. These depots also act as drop-off points for materials requested over the telephone. In addition, location loans are made to faculty for extended periods of time. Location loans enable faculty to make less frequent visits to the LRC and circulate materials to their students at the instructional site rather than forcing the students to drive to the LRC. Cooperative arrangements have also been developed with other libraries in the area to allow students attending Whatcom to use those libraries more convenient to their residence or obtain materials not available in our collection.

The results of a faculty during Winter Quarter, 1977, indicated satisfaction with the LRC services provided. In only three cases was dissatisfaction expressed and basically centered around the lack of sufficient quantities of materials, directly related to budgetary limitations. Figure 13 shows the results of the survey.

Figure 13

Survey of LRC Services, Winter, 1977

Indicator		Number*
1.	Number of faculty rating LRC services "satisfactory" or better**	46
2.	Number of faculty rating LRC services poor***	3
3.	Number of faculty not using LRC services	22

*Data was derived from a sample of 103 Institutional Evaluation Plan Course Follow-Up Forms, completed by faculty for Winter Quarter, 1977. Of the 103 forms selected, 71 were complete with useable data. The remainder were filled out incorrectly (17), not filled out at all (9), partially filled out (3), or were the wrong form (3).

**Those faculty rating the LRC services as "satisfactory" used words and phrases such as "OK, sufficient and convenient, fine, very helpful, adequate, satisfactory, no problems, excellent," etc.

***Those faculty rating the LRC services as "poor" stated:

1. "Not enough materials available for Monday-Wednesday College."
2. "Video equipment difficult to arrange, then didn't work right."
3. "More needed."

Although it appears faculty are satisfied with the services provided, the number of faculty using the LRC is less than desired by LRC staff. Use of the LRC has increased substantially during the 1975-77 biennium and continues to increase as indicated by circulation statistics. It is anticipated that student usage as well will continue to increase, particularly since many faculty are requesting LRC staff presentations for their classes to provide their students with an orientation to LRC services.

Complementing the Learning Resources Center activities as well as the entire college operation is the delivery system. The delivery system is currently housed next to the Learning Resources Center and is comprised of one full-time employee and one part-time student helper. The deliveries

are made in a half-ton van on a schedule basis twice a day and occasionally three times a day when requests for service increase. Each quarter a delivery schedule is developed and disseminated to college staff.

The delivery system delivers a variety of things (e.g., mail, LRC materials and equipment, instructional materials and office supplies) to various locations in the county as needed by college staff. Twenty-five thousand miles are logged annually in making 1,800 separate deliveries. Figure 14 shows the departments using the delivery system and the level of use.

Figure 14

Departmental Use of Delivery Service by Per Cent

Department	Percent
LRC	39.7 %
Instruction	14.7
Administration	14.7
Registration	.7
Student Services	5.2
Business Office	1.5
EMT	6.6
Developmental Center	11.8
Office Supplies	.7
Facilities	2.9
Miscellaneous	1.5

The delivery system has been the backbone of the decentralized operation of the college. Without it, the college would face serious operational problems. During the 1975-77 biennium the delivery system was much more responsive to the needs of the college, primarily because three scheduled deliveries were being made daily compared to only two scheduled deliveries this year. Nonetheless, the response time to delivery requests is laudable. Figure 15 shows the response time of the delivery system during Fall, 1977.

Figure 15

Response Time of Delivery System, Fall, 1977

Days	Percent
Same day	56 %
1	26
2	7
3	6
4	2
5	1
6	2
Beginning of Qtr.	4
	100 %

Note that 82% of the deliveries are made within a 24-hour turn-around time. For most of the deliveries required this response time is more than adequate. It should also be pointed out that during the registration period each quarter the delivery schedule is altered to make two extra deliveries from the instructional centers to the Central Service Center to deliver registrations. The increased delivery of registration has greatly improved the registration staff capability in keeping track of class enrollment standings and providing that information to registration helpers at the instructional centers.

College Budget

The college operating budget is developed annually. Budget requests are received from the various organizational departments within the college (i.e., student services, instruction, etc.) based upon a list of budget assumptions and criteria for development of budget requests. These requests are developed by staff within the various organizational departments, analyzed by each budget manager and submitted to the college Budget and Planning Committee.

The Budget and Planning Committee analyze the budget requests in light of the criteria and the anticipated revenues and recommend revisions and deletions. These recommendations are returned to the various budget

managers for their approval. Based upon these activities, the annual college budget is developed and presented to the Board of Trustees for adoption.

Approximately mid-year there is a review of the budget by the Budget and Planning Committee in light of the expenditures made for the first portion of the year. Revisions are suggested to the budget managers, actual revisions determined based upon information provided by budget managers and a revised budget submitted to the Board of Trustees for adoption. The operating budget expenditures for Whatcom during the 1975-77 biennium appear in Figure 16 with the revenue sources for each year.

Upon initial comparison of the college expenditures made during the 1975-77 biennium with four other colleges selected (Penninsula, Grays Harbor, Skagit Valley, Wenatchee Valley) apparent expenditure discrepancies are noted. However, until the spending patterns of the other colleges are known, in-depth comparisons cannot not be made. Figure 17 shows the expenditures made during the 1975-77 biennium by each college. The apparent discrepancies appear in the 010, 050, and 060 budget departments.

The 010 budget department at Whatcom is composed of the Board of Trustees, President's office, public information office, administrative services, secretarial services, college general expense, business office, duplicating service and the telephone service. Peculiar to the 010 budget program is the secretarial services amount to $105,722 in 1975-76 and $62,966 in 1976-77, the college general expense which provides all of the supplies and postage for the entire college amounting to $47,000 in 1975-76 and $20,432 in 1976-77, and the telephone service which provides not only the general telephone service for the entire college, but pays for all long-distance phone charges as well.

The 050 program budget is higher than the other college budgets. Mostly this higher expenditure is attributable to the intial costs associated with building a Learning Resources service - library collection, media equipment and staff. The 1975-76 expenditure for equipment is quite high and associated with the decision to rapidly expand the LRC services in preparation for college accreditation.

The 060 program budget expenditure is less the other college expenditures and is directly attributable to the lower over-all faculty salary costs due to the high percentage of part-time faculty employed.

Figure 16--1975-77 Budget Expenditures and Budget Revenues (Page 41)--was removed prior to the document's submission to the ERIC Document Reproduction Service.

Figure 17--1975-77 Budget Expenditures for Five Selected Colleges (Page 42)--was removed prior to the document's submission to the ERIC Document Reproduction Service.

Conclusions and Recommendations

The intent of this Descriptive Analysis of Whatcom Community College was to provide data for the Whatcom Planning Process and provide the initial data base for answering the questions developed for that process. These planning questions focused upon the operational mode of the college, the costs associated with that operational mode and the various unique characteristics associated with that operational mode.

In conclusion, some factors associated with the operational mode of Whatcom are directly attributable to the district it serves, but this is to be expected. The presence of the two other higher education institutions in the same district have influenced the direction taken with the instructional program offerings, particularly those in the occupational area. The moderate industrial expansion rate coupled with the migration of people into the district with a resulting high unemployment rate have also had an impact upon the college. New programs in the occupational area will be directly influenced, but supplemental occupational offerings will continue to be in high demand, as will general educational activities. It is anticipated that the colelge transfer program will increase to some extent as well.

The use of rental and leased facilities in a decentralized mode has had an influence upon the instructional offerings of the College. For the group lecture types of instruction offered, facilities are relatively easy to acquire. In many cases the quality of these facilities are less than desired. Laboratory classes requiring specially equipped facilities are either restricted or not offered because they are not available to rent. Any equipment to transform rented and leased spaced into specialized classroom facilities have had to be purchased out of the operating budget. As a result, the College has not been able to equip very many facilities.

As with facilities, services are influenced by the decentralized operation of the college. Many services, particularly those in the student services area, have evolved greatly over the past five years - from experimental, decentralized, limited services to more centralized, more cost beneficial

and less limited services (in terms of accessibility to student). Data gathered up to this point conflicts to the many changes made.

Instruction as well has been influened by the dencentralized college operation. Group instruction, the dominant instructional mode, has proven to be inefficient in the smaller population areas. This inefficiency is manifested in student/faculty ratios lower in many program departments than the community college system. On the other hand, the flexibility for offering instructional activities quickly and in many locations gives Whatcom credibility with residents desiring educational services. It appears that it will be necessary to use other instructional modes to improve our efficiency and still maintain some flexibility.

The budget for operating the College has been obtained through the community college system allocation process. Our inability to acquire equipment, usually obtained through capital projects, however, has been a budgetary problem. The internal allocation of budgetary monies has also caused some problems, but current budget processes seem to be working out.

Based upon this study, the following recommendations are made:

1. Continue to maintain the original concept of the institution through the acquisition of a central core facility via the capital or relocatable process, which will house those services common to the operation and coordination of the College, instructional development activities, and instructional activities when needed for development purposes.
2. Formalize the procedure with the State Board for Community College Education staff for acquiring equipment and furnishings, usually obtained through capital projects, for rental and leased facilities.
3. Develop a systematic procedure for acquiring facilities, based upon the instructional offerings of the College.
4. Continue the activities currently underway in the Education Program, Curriculum and Learning Strategies Committee which are focused upon analyzing the instructional programs and services of the College.
5. Continue to adjust spending patterns internally to provide needed resources within the current SBCCE allocations.

6. Seek outside funding sources to support high priority activities of the College.
7. Develop articulation processes with other institutions in the area.
8. Maintain a steady, planned program growth consistent with the anticipated population trends in the county.

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Appendix A (Summary Network for Whatcom Community College Planning Project-1977-78), Appendix B (WCC/BVTI Cooperative Committee and Agreement), and Appendix C (Class Offerings and Facility Needs) were removed prior to the document's submission to the ERIC Document Reproduction Service.

WHATCOM COMMUNITY COLLEGE

ENROLLMENT AND PROGRAM PLANNING

September 14, 1978

ABSTRACT

The purpose of this planning document is to provide an overview of the program and facility directions being taken by Whatcom Community College through 1985. The document has benefited from data gathered from numerous studies made of and by Whatcom during the past few years, SBCCE generated data and projections made by staff currently involved in the development of a Master Plan for the institution. The narrative in the document provides a description of Whatcom Community College's role in Whatcom County and the programs and facilities necessary to respond to the citizen's needs in a responsible manner.

In summary, the data presented in this document states that:

1. WCC will have a steady growth and reach an optimum size in 1985 of approximately 1200 FTE (Attachment A - Enrollment Forecast).
2. The vocational enrollment will increase in designated program areas to 540 FTE (Attachment B - Vocational Enrollment Projections).
3. Specific facilities, in identified geographical areas, will be opened in order to adequately support the college program and growth (Attachment C - Program/Facility Summary).

Revised
9-1½-78

WHATCOM COMMUNITY COLLEGE
ENROLLMENT AND PROGRAM PLANNING

INTRODUCTION

During the last five years Whatcom has been studied and appraised by external agencies and internally through an accreditation self-study and various other studies conducted for planning purposes. Portions of these studies and informal information obtained from the community demonstrate that Whatcom has a very specific and necessary educational role in Whatcom County distinct from Western Washington University and Bellingham Vocational Technical Institute.

Whatcom provides opportunity for comprehensive post-secondary education for those students attracted for one reason or another to a community college with its preparatory and supplemental academic and vocational offerings through the associate degree level. In order to ensure that students attending Whatcom have the best educational opportunities available to them, the college articulates its programs and services with those of other higher educational institutions in the region. In addition, the college provides every reasonable avenue for secondary, vocational and proprietary schools to articulate their programs and services with its offerings.

Whatcom avoids redundancy in offering programs and classes provided by other educational institutions, but can not avoid duplicating courses or programs when duplication is to meet verified demands of district citizens. Efforts are and will continue to be made to monitor the continuing educational programs and courses of Western Washington University and other regional institutions to minimize redundancy.

WHATCOM COMMUNITY COLLEGE PROGRAMS

Whatcom will provide a comprehensive post-secondary educational program in both the academic and vocational areas that will allow the

people in Whatcom County to enroll in degree programs, certificate programs, developmental programs and/or continuing education offerings. The college will emphasize and develop academic and vocational programs which demonstrate integrity, quality and accessibility for its constituents.

Whatcom will focus its efforts primarily on its existing degree programs in order to increase enrollments and completions in the Associate in Arts and Sciences transfer program and the Applied Arts degree programs. The Applied Arts degree programs provide both preparatory and supplemental training in Natural Science Technology, Business and Commerce Technology, Health Services/Paramedic Technology and Public Service Technology. Figure 1 shows the specific vocational programs within each of the categories.

Figure 1
Whatcom Community College
Applied Arts Degree Programs

Category	Program
Natural Science Technology	Agriculture Technology Floriculture Ornamental Horticulture
Business and Commerce Technology	Banking and Credit Management Marketing and Sales Insurance Technology Real Estate Sales and Administration
Health Services/Paramedic Technology	Medical Assisting Nursing Home Administration
Public Service Technology	Early Childhood Education/Teacher Aide Alcoholism Counselor Human/Community Service Technician Administration of Justice

In addition to the degree programs listed in Figure 1, Whatcom offers a multi-occupational program for students seeking vocational training in occupations which have no available training programs in the region. This program is primarily individualized and emphasizes on-the-job training as the primary means of learning entry level skills.

Whatcom will augment the available vocational programs for students enrolled at the college by developing cooperative, articulated arrangements with other institutions of higher education in the region and by initiating new programs based upon the economic trends in the community. A new applied arts degree program in the Business and Commerce Technology category designed to train Accounting Assistants will be implemented in 1978-79.

ENROLLMENT FORECASTS

Enrollment forecasts are based upon population, demographic and economic development projections for the region served by the college. The FTE enrollment growth will be eight percent (8%) of the current level of 863 FTE for fiscal 1978-79. There will be five percent (5%) growth each year thereafter until fiscal 1983-84 when growth will be restricted to two percent (2%) per year until 1985-86, reaching a total enrollment of 1207 FTE. Attachment A shows the yearly FTE projections for the academic and vocational areas. Specific annual enrollment projections through 1983 for each vocational program offered at Whatcom can be found in Attachment B. Both preparatory and supplemental enrollments are given.

Based upon instructional program planning, the proportion of FTE production after 1978-79 will change from a current mix of sixty percent (60%) academic and forty percent (40%) vocational to one that is directly responsive to district demands. It is anticipated that a mix approaching fifty-five percent (55%) academic and forty-five percent (45%) vocational will occur as a result of the expected economic expansion in service and wholesale/retail trade areas in the county.

Although all programs will receive attention, Whatcom will emphasize the applied arts degree programs in Banking and Credit Management, Marketing and Sales, Insurance Technology, Accounting Assistant and Human Community Service Technology. These programs will be housed in the Bellingham area where the majority of the businesses and agencies related to the programs are located.

FACILITIES NARRATIVE

FACILITIES ORGANIZATION AND CAPITAL BUDGET REQUESTS BEING MADE

Whatcom will house its programs and services in three kinds of rented/leased facilities. The core facility is the largest facility unit and will house the administration and service components of the College as well as specialized instructional space which is not readily available in the county. The next smaller organizational facility units, are instructional centers designed to serve a particular community. The smallest organizational unit of facility is the community classroom rental. These spaces are "as is" and usually available only for general instruction.

Whatcom will continue to rent or lease all 24-hour control facilities (with the exception of the two service center relocatables owned by the State). Accordingly most facilities will be included in the Rental Budget request for 79-81. The capital process will be used in some instances in combination with the rental request so that the new facilities can also be equipped and furnished.

Our program goals can be best satisfied by using three methods of obtaining facilities:

1. Owner Lease/Owner Remodel

   Whatcom has historically obtained 24-hour control facilities through the leasing of remodel space. The unavailability of equipment and furnishings, except through the college operating fund limits use of this kind of lease.

2. Rental As Is

   Most classroom space from the community is rented as needed. Whatcom will continue to use this method.

3. Owner Lease/State Remodel

   Whatcom will use this method of obtaining 24-hour control facilities so that equipment and furnishings can be part of the remodeling. This method will become the usual method of facilities acquisition.

FACILITIES REQUIRED TO MEET PROGRAM GOALS

Quarterly Classrooms

A large portion of classroom space is obtained from the community on a quarterly as-needed basis, however these classrooms are only usable for group lecture instruction. There is very little specialized space for laboratory type classes, and unfortunately, the acquisition of quarterly rentals is unpredictable and becoming less available due to energy costs and owners increasingly using their facilities for other activities. Whatcom will continue to rent classrooms from all school districts in the county and many churches, granges, private businesses, etc. Additional acquisition of twenty-four hour control, specialized instructional space, however, will result in a decrease in the use of these kinds of classrooms. Some of the classes planned for new specialized facilities have been taught in less than adequate community settings or not offered at all.

Ferndale Special Education Center

The Ferndale Special Education Center has approximately 2,000 square feet and is used for the Special Education program. The center contains a multipurpose workroom, a storage room, a conference room, a reception office and a small workshop. The program will remain close to the present enrollment level of fifteen FTE and no changes in the facility are necessary throughout 1985. The lease will be renewed in 1983.

Lynden Instructional Center

The Instructional Center in Lynden has approximately 4,000 square feet and contains a large general purpose wet lab and a small general classroom, two conference rooms, a student lounge, and a faculty workroom. The College Farm Management Program will be based here in 1978. The facility is also used for continuing education, developmental education, and some transfer classes which will generate 50 to 60 FTE. No expansion will be necessary. The programs here will not be impacted by the addition of specialized college facilities.

Marine Drive Instructional Center

The Marine Drive Instructional Center has approximately 10,000 square feet divided into three general classrooms, one art room and one general laboratory, a developmental center, student lounge, service area and faculty space. Marine Drive houses many of the transfer program offerings. There will be a minor remodeling fall, 1979 for a better utilization of present space. Offices will be constructed and more parking space will be added as well as hooking the facility up to the municipal sewage system. This remodeling will also include an expansion of the Learning Resources Center. Marine Drive and the LRC are on a common lease which will be rewritten for five years to extend it to mid-1983. The lease will be renewed again after 1983. Marine Drive generates 275 to 325 FTE and will remain at this maximum use level for the foreseeable future.

Learning Resources Center

The LRC has approximately 2,500 square feet currently (1978) and after remodeling will be 5,000 square feet fall, 1978. The LRC will remain adjacent to the transfer program student population. The funds for the Marine Drive and LRC renewed lease have been requested in the 79-80 rental budget.

Mid-Town Instructional Complex

The complex contains three program components; business and commerce technology programs, pottery and photography laboratories, and fine arts classes. The complex, composed of separate facilities, will be approximately 14,000 square feet total and will generate 125 to 150 FTE upon completion in 1982-83.

A facility survey has been conducted to acquire space for the Business and Commerce Technology programs. Lease and property has contacted the property manager of the selected facility and will notify the College if the space, with owner lease/owner remodeling, is cost effective. This part of the mid-town complex is approximately 4,000 square feet and will be used primarily for Banking and Credit Management, Marketing and Sales, Insurance Technology, and Accounting Assistant programs. Student Services staff will also be housed there.

The site located in mid-town Bellingham will place these vocational programs in the three-block financial-insurance center of Whatcom County, the area containing the majority of the businesses employing people who will be served by the programs. Funds for the lease on this first phase have been requested in our 78-79 rental budget.

The second component of the mid-town complex scheduled for mid-1981 is specialized laboratory space for pottery and photography. The photography lab will be approximately 2,000 square feet and the pottery studio will be approximately 3,000 square feet. These facilities will provide the necessary adequate space to increase the quantity and quality of those college offerings.

The third component of the complex is a cultural fine arts facility. The City of Bellingham has expressed interest in coordinating a consortium cultural center in the city. The center is in a planning stage at present and will remain so for at least a year. The concept includes a stage, auditorium, recreational/PE complex, etc., and would be funded by participants such as Whatcom, Western Washington University, the City of Bellingham and other interested organizations. There is enough lead-time on the center so that a request for funds to participate in its ownership and use will coincide with the planning phase of the core facility.

Part of the architectural planning assignment which will develop the core in 79-80 will also:

1. Cost out participation in the center by January 1980 for funding in the 81-83 rental and capital request, or
2. Incorporate the auditorium/stage and recreational complex into the core design by January 1980 for inclusion into the 1981-83 rent and capital request.

At present, the College does not have dependable access to any stage/cultural facilities that will support fine arts activities in the transfer program. The acquisition of a fine arts facility in either the cultural center of the core facility will be necessary.

The owner lease/state remodel method will be used for the pottery studio, phogography laboratory and cultural fine arts facility.

The timetable is as follows:

Request capital funds for Architectural Planning, Development, Blueprints, Bid Document	79-80 and 80-81
Planning and Pricing Out Complete	January 1980
Request Rental Funds for Empty Building 1981-83	March 1980
Request Remodeling Funds for Construction 1981-82	March 1980
Funds Appropriated	June 1981
Construction	Summer/Fall 1981
Ready for Occupancy	Winter 1982

The addition of all three kinds of specialized spaces will not have any impact on other college 24-hour facilities.

Core Facility

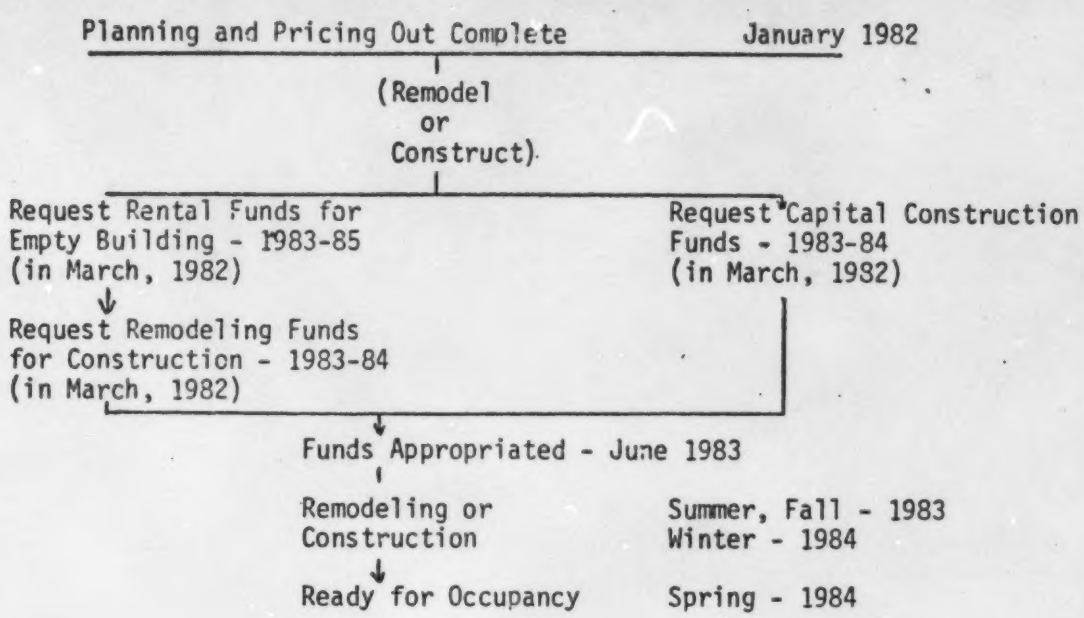
The core facility will contain administrative functions, storage, instructional development activities, faculty offices and specialized facilities in areas such as science, physical education, fine art, and vocational education to upgrade the currently used inadequate facilities and allow the institution to be able to offer other programs requiring specialized space currently unavailable.

This facility will generate approximately 200 FTE in 1984-85. Classes offered in the core will be for the most part new offerings and therefore not have an impact on other College 24-hour facilities.

The location of the core facility will be between I-5 and the Guide Meridian in close proximity to Bellingham.

The time table is as follows:

Request Capital Funds for Architectural Planning, Development, Blueprints and Document	81-82 and 82-83



Blaine Instructional Center

The Blaine Instructional Center will contain what has been experientially found to be the best center package of space and services: approximately 4,000 square feet containing a large multipurpose lab, a smaller classroom, student lounge, student and faculty study and preparation area, conference rooms, office area for reception, registration and advising.

The Blaine Instructional Center will be providing continuing education, developmental education, and some transfer classes which will generate 10-20 FTE in 1982-83. The addition of the Blaine Center will not affect other college facilities because this population has not been served in the past. Student enrollment data indicates relatively few people in Blaine have driven to classes offered by the college.

The process for acquiring this facility will be to use owner lease/state remodel for funding the project and have the rental of the empty building in the college 81-83 rent budget. The remodeling will be in the 81-82 capital request.

The time table is as follows:

Request Capital Funds for Architectural Planning, Development, Blueprints Bid Documents	79-80 and 80-81
Planning and Pricing Out Complete	January 1980

Request Rental Funds for Empty Building 1981-83	March 1980
Funds Appropriated	June 1981
Construction	Summer and Fall 1981
Ready for Occupancy	Winter 1982

Northwest Instructional Center

The College Service Center is a 7,800 square foot State relocatable facility which houses administration offices. There is also a second 5,600 square foot relocatable on the site. The remodeling design for this facility is being finalized and will incorporate instructional and administration office space.

The instructional space is made up of two classrooms, one of which is 1500 square feet, the other 550 square feet. The large double-size room will be used for large lecture and vocational classes and will provide space for sponsoring a college credit program for Ferndale high school seniors to provide these students college level courses in the transfer program. The other room will be used for continuing education, developmental education and transfer program classes.

Approximately 25 FTE will be generated at this site in spring 1982. At which time the administrative function in the building will move to the new core facility and allow additional faculty office space, instructional preparation, and storage space, and a general purpose laboratory to be installed.

Some remodeling will be necessary to convert the Service Center to the Northwest Instructional Center and provide additional continuing education, developmental education, and transfer classes which will generate a total of 25 to 30 FTE. The Northwest Instructional Center will have minimal impact on other facilities since it represents new class growth and population growth in the north Bellingham area.

The timeline for the Center is as follows:

Request Capital Funds for Architectural Planning, Development, Blueprints and Bid Documents	80-81

Planning and Price Out Complete	January 1980
Request Remodel Funds from Relocatable Pool for 81-82	March 1980
Funds Appropriated	June 1981
Construction Appropriated	June 1981
Construction	Spring 1982
Ready for Occupancy	Summer 1982

Facilities No Longer Required For Program Goals

The Blaine store front will no longer be needed when the Blaine Instructional Center becomes operational in Winter 1982. All other facilities will be operational.

For a summary of facility requirements refer to Attachment C. Attachment D provides a summary of FTE projections by facility for each year to 1985.

I. District Development Objectives

1. increase enrollments and completions in the A.A. transfer program
2. increase enrollments and completions in the A.A.A. programs in Banking and Credit Management, Marketing and Sales, Insurance Technology and Human/Community Service Technology
3. initiate a new A.A.A. program Accounting Assistant
4. initiate cooperative and articulated A.A.A. programs with regional Community Colleges which will allow students at Whatcom to enroll in occupational programs not available at Whatcom.

II. Enrollment Forecasts (Annual Average FTE's)

A. Annual Average State/ABE FTE's

	1976-77	1977-78		1978-79	1979-80	1980-81	1981	1982	1985
	Actual	Budgeted	Actual (if diff.)	Budgeted					
Academic	527	530	517	530	540	567	596	625	665
Vocational	384	333	344	405	442	464	487	512	543
Total	811	863	861	935	982	1031	1083	1137	1207

B. Fall (Total Academic Vocational FTE's)

	1976	1977	1981	1985
Total Acad. & Voc. FTE's	723	787	1031	1207

Day/Night = On-Campus

Academic	400
Vocational	200
TOTAL	600

VOCATIONAL ENROLLMENT PROJECTIONS

WHATCOM COMMUNITY COLLEGE

PROGRAM	1975-76			1076-77			1977-78				1978-79				1979-80				1980-81				81-82	82-83
	Fall H.C.	4-Qtr. Undup.	Place-ment	Fall H.C.	4-Qtr. Undup.	Place-ment	Fall H.C.	4-Qtr. Undup.	Place-ment	A.A. FTEs	Fall H.C.	4-Qtr. Undup.	Place-ment	A.A. FTEs	Fall H.C.	4-Qtr. Undup.	Place-ment	A.A. FTEs	Fall H.C.	4-Qtr. Undup.	Place-ment	A.A. FTEs	Fall H.C.	Fall H.C.
01.01.00 Ag. Tech.	2	8	-	2	3	-	1	2	-	5.0	2	2	2	5.2	-	-	-	-	-	-	-	-	-	-
01.05.02 Floriculture	-	-	-	-	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
01.05.04 Horticulture	-	-	-	1	1	-	1	1	-	8.8	3	6	1	9.1	8	13	3	10.0	12	14	5	10.5	15	20
04.04.00 Banking & Cr. Mgmt.	1	6	15	13	15	4	3	4	1	46.2	9	12	4	46.8	15	19	9	51.2	18	20	12	53.7	20	24
04.08.00 Marketing & Sales	14	37	5	12	25	-	6	12	2	4.1	9	15	5	4.3	16	20	7	4.7	19	21	10	4.9	24	28
04.13.00 Insurance Tech.	1	1	-	-	-	-	-	-	-	-	3	4	-	3.2	6	8	2	3.5	13	15	8	3.7	18	22
04.17.00 Real Estate	23	53	9	14	43	5	11	15	4	39.0	16	21	11	40.5	24	29	16	44.3	32	37	20	46.5	35	38
07.09.04 Medical Assisting	9	19	3	17	19	1	18	18	9	7.0	28	28	9	10.8	40	40	20	11.8	42	42	22	12.4	45	47
07.99.02 Nursing Home Admin.	-	-	-	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
09.02.01 & .93 Early Child. Ed.	8	24	2	3	11	1	4	7	1	6.1	6	12	4	6.3	15	18	8	6.9	18	20	14	7.2	22	30
09.02.97 Alcoholism Couns.	-	-	-	-	-	-	-	-	-	-	12	18	3	1.0	16	20	9	1.1	20	21	12	1.2	22	24
09.02.98 Human Serv. Tech.	-	-	-	-	-	-	-	-	-	5.2	8	10	2	4.4	12	15	5	4.8	15	18	10	5.0	18	20
17.28.02 Admin. of Justice	22	56	9	11	30	5	15	15	4	11.8	18	22	8	12.3	22	25	10	13.5	24	26	12	14.2	26	28
19.00.00 Multi-Occupational	-	-	-	1	13	-	2	7	1	6.6	6	10	4	6.6	8	12	6	7.2	9	12	8	7.6	12	16
NEW Warehouseing	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10	16	-	4.0	20	29	7	8.0	30	35
NEW Accounting Asst.	-	-	-	-	-	-	-	-	-	-	15	20	-	-	30	45	10	5.7	57	60	40	6.0	70	80
SUB-TOTAL	80	204	43	75	163	16	61	81	22	139.8	135	180	53	150.5	222	280	105	168.7	299	335	180	180.9	357	412
Supplemental	478	994	-	596	1181	-	997	1531	-	165.6	978	1820	-	196.9	1051	1954	-	211.4	1084	2016	-	218.1	1296	1328
Home & Family Life-Useful	76	171	-	93	110	-	166	191	-	47.8	149	226	-	56.6	163	247	-	61.9	170	259	-	65.0	203	208
TOTAL	634	1369	43	764	1454	16	1224	1803	22	353.2	1262	2226	53	404.0	1436	2481	105	442.0	1553	2610	180	464.0	1856	1948

Attachment C

PR = Program Required
CE = Continuing Education
DE = Developmental Education
Tr = Transfer

Program/Facilities Summary

Programs Programs	Required Facility	77-78	78-79	79-80	80-81	81-82	82-83	83-84	84-85
General	As is Rentals (High Schools & Churches)	PR	PR	PR	PR	PR	PR	PR	PR
Special Education	Ferndale Special Education	Lease/Construction Occupy 1/78		PR	Renew Lease 1/81 PR	PR	Renew Lease Fall 1983	PR	PR
Farm Management	Lynden Instructional Center	PR	Renew Lease Fall '79 PR	PR	PR	PR	PR	Renew Lease Summer '83 PR	PR
Transfer Program	Marine Drive Instructional Center	Remodel Renew Lease Summer 78	PR	PR	PR	PR	Renew Lease Summer 83	PR	PR
Instructional Program Support	Learning Resources Center	Remodel Renew Lease Summer 78	PR	PR	PR	PR	Renew Lease Summer 83	PR	PR
	College Service Center								
Administration to Spring 82 then CE, DE & Tr	A) College Service Center Relocatable #1	PR	PR	PR	PR	PR	Remodel Summer 82	PR	PR
½ Instruction to Summer 82 then CE, DE	B) College Service Center Relocatable #2	Remodel to ½ Instructional Space Summer 78	PR	PR	PR	PR	Remodel Summer 82	PR	PR
	Mid-town Instruction & Cultural Center								
B&C Tech	A) Business and Finance	Facility Search Spring 78	Lease Construct Occupy Fall 78	PR	PR	PR	PR	Renew Lease Fall 83 PR	PR
Transfer Classes	B) Pottery & Photography	—	—	Planning Funds	Planning Funds Request Rent & Capital	Lease/ Construction Occupy Winter 82	PR	PR	PR
Transfer Classes	C) Fine Arts	—	—	Planning Funds	Planning Funds Request Rent & Capital	Lease/ Construction Occupy Winter 82	PR	PR	PR
Administration Tr, Voc. Ed.	Core Facility	—	—	Planning Funds	Planning Funds Request Rent & Capital	Lease Construct Occupy Spring 82	PR	PR	PR
CE, DE Tr	Blaine Instructional Center	—	—	Planning Funds	Planning Funds Request Rent & Capital	Lease Construct Occupy Winter 82	PR	PR	PR

FTE/FACILITIES SUMMARY

	78-79 A = 530 V = 405 935	79-80 A = 540 V - 442 982	80-81 A = 567 V = 464 1031	81-82 A = 596 V - 487 1083	82-83 A = 625 V = 512 1137	83-84 A - 645 V = 528 1173	85-86 A = 665 V = 544 1207
FIC (2,000 sq ft)	15	15	15	20	20	20	20
LIC (4,000 sq ft)	55	55	60	65	70	75	80
MDIC (10,000 sq ft)	300	315	330	350	350	350	350
LRC (5,000 sq ft)	-	-	-	-	-	-	-
CSC - #1 (7,800 sq ft)	5	5	5	5	15	20	30
CSC - #2 (5,600 sq ft)	20	25	25	25	25	25	30
Blaine (4,000 sq ft)	-	-	-	-	10	15	20
Core (To be determined)	-	-	-	-	200	250	300
Mid-Town	20	25	30	30	70	75	80
A. Business (5,500 sq ft)	20	25	30	30	30	30	30
B. Photo and Pottery (5,000 sq ft)	-	-	-	-	30	30	30
C. Cultural (4,000 sq ft)	-	-	-	-	10	15	20
SUB TOTAL FTE	435	465	495	525	825	905	990
Community Classrooms							
SUB TOTAL	500	517	536	558	312	268	217

4-18-78

Appendix D (Whatcom Community College Master 1978--Summary of Planning Goals and Objectives) was removed prior to the document's submission to the ERIC Document Reproduction Service.

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